

# Longitudinal Explorations of Duke's Social History during the Master of Biomedical Sciences

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## BACKGROUND AND OBJECTIVE

- The Master of Biomedical Sciences (MBS) program delivers a one-year interdisciplinary curriculum for students interested in the healthcare professions and biomedical science. The current MBS class includes 42 matriculants who graduated from 31 institutions, including 20 located outside the southeast region.
- One-third of this class is first-generation to higher education, a somewhat higher percentage self-identified as "disadvantaged", and a somewhat smaller percentage self-identified as ethnic majority.
- Our aim was to engage students in an exploration of Duke's social history while leveraging the rich diversities within the program.
- Objective: to create an engaging series of active, experiential educational activities that would bring Duke's social history and its enduring legacy to the forefront of post baccalaureate education.**

## DUKE MBS – CLASSES OF 2016-2019

- The Master of Biomedical Sciences program prepares students to be highly competitive candidates for the health professions and other biomedical careers. The curriculum integrates graduate-level human biological sciences with service-learning, evidence-based practice, health systems, and professional formation, aiming to develop skill in critical thinking, communication, and teamwork (see nearby poster by Andolsek et al.).
- coursework:



- four years of the Duke MBS:
  - ❖ 2,250 applications initiated
  - ❖ 160 matriculated students
  - ❖ 49% are females
  - ❖ 72 universities/colleges
  - ❖ 115 MBS graduates
  - ❖ 97% graduates "on time"
  - ❖ 90% acceptance rate into terminal degree programs (mostly medical schools) after graduation from Duke MBS



## METHODS

- A series of learning activities that employ the principles and practices of team-based learning<sup>1</sup> (TBL) were prepared using a digital exhibit<sup>2</sup> and a research guide<sup>3</sup> produced by the Duke University Libraries and the Duke University Medical Center Archives, respectively.
- Students were assigned to 9 TBL teams to maximize cognitive diversity.
- Curricular and extra-curricular learning activities were designed to illuminate key persons, places, and milestones in the history of desegregation at Duke in the broader social context of Durham.
- Learning outcomes are gathered through advisor-advisee conversation, reflective writing, strategic surveys, and year-end debrief discussions.

## LIBRARY RESOURCES

## SUMMARY & SIGNIFICANCE

- We are creating co-curricular learning activities with the overall purpose of promoting historically and culturally informed perspectives on health and healthcare that are situated in the particular context of Duke University, Duke University Medical Center, and Durham.
- Learners are challenged to become knowledgeable about our historic discriminatory practices, to recognize their present legacy, and to reflect on our stated values of diversity, inclusion, and teamwork.
- By implementing this initiative as a longitudinal series, students will build relationships with one another and with their staff and faculty that facilitate appropriately challenging and supportive means for engaging in ongoing, deliberate discourse on structural, cultural and social determinants of health.
- Similar experiences could be designed and deployed in interdisciplinary and/or interprofessional teams of learners to achieve common goals for all members of our broader learning communities at Duke.

## TIMELINE OF LEARNING ACTIVITIES

- July 6, 2018 MBS matriculation, program orientation, and introduction to team-based learning
- July 12, 2018 "History of Duke in Durham", seminar by Jeffrey P. Baker, MD (Trent Center for Bioethics, Humanities & History of Medicine)
- July 30, 2018 Experiential TBL session, "3 Notable People" (see below) on the history of racism and segregation at Duke University and Duke Hospital
- August 28, 2018 Personal reflections on the history of racism and segregation at Duke, a conversation with Brenda E. Armstrong, MD (Senior Associate Dean for Student Diversity, Recruitment, and Retention)
- September 11, 2018 Inaugural meeting of Duke MBS Diversity Committee
- October 18, 2018 "Something the Lord Made" (movie), in Humanities and Healthcare, Movie Night & Discussion -- a feature of longitudinal course, *Essential of Healthcare Practice & Professional Development*
- October 25, 2018 "Bias and Cultural Humility" – a session in *Essential of Healthcare Practice & Professional Development*
- November 1, 2018 "Implications of Race & Bias in Evidence Based Care" – as session in fall course, *Evidence Based Clinical Practice*
- January 29, 2019 "Population Health and Social Determinants" – a session in spring course, *Health Systems*
- January 31, 2019 "Durham Zip codes Predicting Life Expectancy", seminar by Dr. Julius Wilder, MD
- February 13, 2019 Observing the 50-year anniversary of student protests that occupied the Allen Building at Duke University
- March 21, 2019 "Health Disparities" – a session in *Essential of Healthcare Practice & Professional Development*
- April 12, 2019 "Health Equity and the Health System, part 1" – a session in *Health Systems*
- April 17, 2019 "Health Equity and the Health System, part 2" – a session in *Health Systems*

## SAMPLE ACTIVITY: 3 NOTABLE PEOPLE

- An early learning activity (July 30, 2018) was designed to illuminate three notable individuals along the "Road to Desegregation" at Duke University and Duke Hospital: (1) **Julian Francis Abele** (primary designer of West Campus); (2) **Matthew Avery** (died in Durham on Dec. 8, 1950); and (3) **Carl Rogers** (assistant to founding dean and chair of pediatrics, Wilburt C. Davison)

- Example questions:

- Who was **Julian Francis Abele** (1881-1950) and what was his relationship to Duke University? Now, find this portrait on campus and take a "team selfie" in front of this painting (sample submission, right). As you visit this portrait, consider what it might have been like to be in Mr. Abele's position throughout his time with Duke University as a principal client. If you were he, would you have ventured from Philadelphia to Durham? So what did Mr. Abele decide – did he ever visit Durham and Duke University?
- Consider the tragic case of Matthew Avery (pictured), a young war veteran and college student who died in Durham on Dec. 8, 1950. According to *The Carolina Times*, who was Mr. Avery and what were the circumstances that led to his death?

If Mr. Avery was admitted to Duke Hospital (which he was not), where would he have been treated and cared for within the hospital, as it was originally configured?

Go visit that location as it exists today and reflect on Mr. Avery's brief experience at Duke Hospital.
- Just down from "Heritage Hall" on level 1 of the Davison Building (green zone; named for Wilburt C. Davison, MD, who chaired the Department of Pediatrics, 1930-1954, and was the first dean of the School of Medicine, 1927-1960), there is a mural preserved from an earlier era in the history of the Department of Pediatrics.

The photo to the right (above) is the hallway where pediatric patients and families waited to be seen, with the mural discernible on the left wall just beyond the second doorway (photo ca. 1940). The photo to the right (below) is the mural as it is preserved today.

Visit this mural. Read the plaque describing the mural, identify several of the key personnel, and consider these questions:

  - What are the roles and responsibilities of the individuals depicted in this mural?
  - Who was Carl Rogers (photo above left) and why was his likeness depicted at the front of the locomotive's boiler?
  - If you could speak with each of the key personnel depicted in this mural, what would you want to say or ask?
  - What are you feeling as you observe this historical artifact?
  - Why is this mural here today?

### References:

- Parmelee D, Michaelsen LK, Cook S, Hudes PD (2012) Team-based learning: A practical guide: AMEE guide no. 65. Medical Teacher 34:e275–e287
- "The Road to Desegregation at Duke" (<http://exhibits.library.duke.edu/exhibits/show/desegregation>)
- "African American History at Duke Medicine" (<http://guides.mcclibrary.duke.edu/afam>)
- <http://newspapers.digitalnc.org/lcn/sn83045120/1950-12-09/ed-1/seq-1/#date=1940&index=4&date2=1950&words=Avery+Duke&searchType=advanced&sequence=0&proxdistance=5&rows=20&ortext=&proxtext=&hrastext=&andtext=avery+duke&dateFilterType=yearRange&page=1>