

## EXPLORING THE HISTORY OF SEGREGATION AT DUKE WHILE ORIENTING NEW STUDENTS TO TEAM-BASED LEARNING.

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**Background:** The Master of Biomedical Sciences (MBS) program delivers a one-year interdisciplinary curriculum for students interested in the healthcare professions and biomedical science. The predominant pedagogical approach employs the principles and practices of team-based learning (TBL), an evidence-based framework that incorporates individual responsibility, active learning, small-group collaboration, application of factual and conceptual knowledge, and real-time feedback<sup>1,2</sup>. The current MBS class includes a diverse group of 43 matriculants, most of whom have not experienced TBL. Our aim was to introduce TBL while bringing social and cultural aspects of our community to the forefront of post baccalaureate education.

**Objectives:** To implement a “readiness assurance” and an “application” exercise that demonstrates TBL practices and reinforces programmatic values of diversity, inclusion, and teamwork; and to introduce new students in the School of Medicine to Duke’s history of desegregation.

**Methods:** A TBL activity was prepared using a digital exhibit<sup>3</sup> and a research guide<sup>4</sup> produced by the Duke University Libraries and the Duke University Medical Center Archives, respectively. Students were assigned to 9 TBL teams to maximize academic, biometric, and sociological diversity. Following assigned pre-reading, and discussion of values, principles and practices for TBL, a 10-question readiness assurance was administered. Next, teams were given an online application directing learning activities designed to illuminate key persons, places, and milestones in the history of desegregation at Duke. Learning outcomes were evaluated for factual findings, and descriptive evidence was gathered through reflective writing.

**Results/Outcomes/Improvements:** All teams completed the assignments with mean scores of 75% and 100% on the individual and team phases of the readiness assurance, respectively, and accurate findings on each item of the online application protocol. Experiential learning included visitation of relevant campus landmarks, locations in Duke Clinics that were once segregated, such as historic entrances and former in-patient wards as detailed on original floor plans for Duke Hospital. Faculty observation indicated a high degree of student participation and engagement throughout the TBL activities.

**Significance/Implications/Relevance:** While orienting learners to TBL for health professions education, experiences can be designed that serve larger programmatic purposes. New learners were 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 introducing this activity during orientation, students were prepared for ongoing, deliberate discourse throughout the curriculum on race and its impact on patient care and health outcomes. Similar orientation experiences could be deployed in interprofessional teams of learners to achieve goals that are common among the health professions.

### References:

1. Parmelee D, Michaelsen LK, Cook S, Hudes PD (2012) Team-based learning: A practical guide: AMEE guide no. 65. *Medical Teacher* 34:e275–e287
2. Koles PG, Stolfi A, Borges NJ, Nelson S, Parmelee DX (2010) The impact of team-based learning on medical students’ academic performance. *Academic Medicine* 85:1739-45.
3. “The Road to Desegregation at Duke” (<http://exhibits.library.duke.edu/exhibits/show/desegregation>)
4. “African American History at Duke Medicine” (<http://guides.mclibrary.duke.edu/afam>)