



Ubuntu 2024 Workshop

Title:

Optimizing (Mis)Treatment

Facilitators:

Please complete this with the full names + titles + profile picture + short biography (3 lines maximum per person) for all presenters

Jonnae Atkinson, MD, MS, FAAFP

Associate Professor, Department of Family and Community Medicine
Clerkship Site Director
Medical Director, Physician Assistant Program
Baylor College of Medicine



Jonnae Atkinson, M.D., is an associate professor in the Department of Family and Community Medicine at Baylor College of Medicine (BCM) and a clinician at a community-based county clinic in Houston, Texas. She also serves as an Education Site Director for the Family Medicine Clerkship and Medical Director for the BCM Physician Assistant Program. Her clinical focus is on improving the health of those who are medically underserved and those who are marginalized by social, economic, and environmental disparities.

Amy Clithero-Eridon, PhD, MBA

Director, Health Policy and Health System Education for Medical Students
Co-Director, WHO/PAHO Collaborating Center;
Principle Lecturer, Family & Community Medicine
University of New Mexico Health Sciences



Amy Clithero-Eridon, Ph.D., is a faculty member in the Department of Family & Community Medicine at the University of New Mexico School of Medicine. Amy has a PhD in Family Medicine from the University of Kwazulu-Natal in Durban, South Africa, as well as a Masters of Business Administration with a health systems concentration and a Masters level certification in Medical Education from the University of New Mexico. In addition to teaching medical students about social determinants of health, health policy, and health services research, Amy participates in numerous educational research initiatives focusing on educational best practices, health services research, and social accountability within medical education.

Lizzeth Alarcon, MD

Assistant Professor

School of Medicine

Florida International University



Lizzeth N. Alarcón M.D. is a family medicine physician and an assistant professor in the Department of Medical Education at Florida International University Hebert Wertheim College of Medicine in Miami, Florida. She is a course director for the Community Engaged Physician course series which focuses on the intersections of health equity, the social determinants of health, and interprofessional, household centered care. She sees patients and teaches family medicine residents at Borinquen Medical Center, a federally qualified health center serving the Miami community.

Synopsis

Despite efforts to address medical student mistreatment, it remains a major Family Medicine Clerkship issue. In 2019, approximately 70% of family medicine clerkship directors in the United States reported a preceptor mistreatment complaint. As medical educators and administrative staff, it is important that we work towards eliminating student mistreatment. Mistreatment of medical trainees has several detrimental consequences including negative effects on learning, morale, and perceptions of medical systems and institutions. Additionally, it affects patient care and team-based dynamics.

Interactions that occur during clinical teaching like providing feedback and asking questions during rounds are frequently cited by students in mistreatment reports. Students often report feeling belittled or humiliated during these learning activities. This workshop aims to facilitate an informed conversation between faculty, students, and administrative staff around this area of mistreatment. The knowledge shared will better equip stakeholders to recognize mistreatment in their educational activities and make changes needed to promote a safe and effective learning environment. Additionally, skills learned will facilitate positive growth of medical trainees, who will soon be future educators, and enhance the professional development of faculty.

Learning Outcomes

1. Increase faculty and student understanding of mistreatment

2. Increase faculty and student ability to characterize mistreatment
3. Increase confidence in addressing mistreatment
4. Provide tips for addressing different types of mistreatment

Workshop Outline

Time	Activities
5 minutes	Welcome comments Ubuntu 2024 Moderator
	Welcome remarks by Jonnae Atkinson, MD
5 minutes	Background (PowerPoint) <ul style="list-style-type: none"> • Provide data about mistreatment • Review the American Association of Medical Colleagues (AAMC) definition of mistreatment • Discuss objectives of the session
15 minutes	Characterization of problem (Activity) <ul style="list-style-type: none"> • The facilitator will present attendees with 3 different student/faculty scenarios. Attendees will be asked to determine the following for each scenario: Is the scenario an example of: a) student mistreatment, b) student discrimination, c) neither or d) both. A brief discussion will occur after each scenario.
15 minutes	Elephant in the room – Why is eliminating mistreatment such a challenge? (Activity) <ul style="list-style-type: none"> • Attendees will be divided into small groups. The groups will be asked to discuss the top 1 or 2 barriers to the elimination of student mistreatment at their respective institutions and any steps being taken to eliminate the barriers. (10 minutes) • The facilitators will share barriers to the elimination of student mistreatment as reported by students and faculty at several different institutions in the United States. (5 minutes)
10 minutes	Tips for addressing mistreatment <ul style="list-style-type: none"> • Facilitators will present eight tips for addressing mistreatment in a brief PowerPoint presentation.
5 minutes	Questions
5 minutes	Closing comments Ubuntu 2024 Moderator