

Q5

Type of Project Grant

EDUCATIONAL: To develop an educational program or offering in pathology/lab medicine services focused on improving healthcare quality, cost, or access.

Q6

Estimate of Total Budget (no details at this time, just total value up to \$5,000 for one year)

\$5,000

Q7

Short title: (<4 words)

Linking SDOH and Pathogenesis

Q8

Full Title:

Bridging the gap of pathophysiology and social determinants of health in medical education: A study on student learning of disease pathogenesis and its relation to social determinants of health using concept maps

Q9

Short Summary: (<250 words)

In association with the Carle Illinois College of Medicine (CIMED) at the University of Illinois in Urbana-Champaign, I am writing with the intent of designing a new educational approach to connect pathophysiology and social determinants of health (SDOH). My interest in medical education arose with involvement in the innovative teaching methods at CIMED with Problem Based Learning (PBL) sessions. Dr. Hegazy has worked in medical education for over 20 years, currently a Fellow of MEHP at Johns Hopkins University. The project will be collaborative work with the CIMED Co-Director of Medical Ethics and Humanity Thread, and student Pathology/Medical Education interest groups. The timeline is anticipated to be 1 year.

The proposed project includes immersion of concept maps (CMs) into medical education to connect pathogenesis/pathophysiology with SDOH and their role in disease progression. The importance of learning the SDOH is emphasized in several studies, becoming more integrated into medical curricula. CMs approach in pathology education is correlated with a deeper understanding of pathological processes and increased exam scores. While individually studied, the novelty of the project is its role in bridging the gap between learning SDOH and pathophysiology/pathogenesis through CMs.

Using CMs integrating SDOH and pathogenesis into PBL sessions allows students to grow confident in pathological understanding and its relation to the SDOH patients face. Assessment will include the ability to enhance students' critical-thinking and decision-making competencies. Students will be trained to treat the patient, not the disease, becoming physicians who understand and advocate for the social factors affecting disease pathogenesis.
