

Cultural hegemony in Medical Education

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Valorisation

Relevance and Target Groups

The research in this dissertation has relevance for individuals, institutions and national organizations. At an individual level it increases awareness among health care professionals about power dynamics that can result in hegemony in medical education. It invites students and teachers to look critically around them, develop a reflective stance while studying social inequities and take action/praxis, moving them from theory and words to action - emancipatory education. It highlights how faculty facilitators can promote cross-cultural dialogue increasing participants understanding of different cultural backgrounds and perspectives. At institutional and national levels promoting cross-cultural dialogue is essential in achieving and sustaining diversity. This dissertation draws attention to the need for curricular blueprints at the institutional level and policies at a national level needed to promote diversity, outlining steps to develop culturally responsive curricula. It provides a concise description of pedagogical tools and steps for facilitator training. In the era of globalization the dissertation is particularly relevant to institutions planning offshore campuses and international partnerships as it cautions against commodification of education resulting in a culture of no culture.

Dissemination

The work has been disseminated through presentations at national and international conferences including the Association of American Medical Colleges (AAMC) national and regional meetings; Ottawa-Canadian Conference on Medical Education (CCME) and the International Association for Medical Education Conference (AMEE). I was awarded the Medical Education Travelling Fellowship by the Association for the Study of Medical Education (ASME) to collaborate with my doctoral team and supervisors for the research work in this dissertation. The research work in Chapter 5 has recently been recognized as a Research in Medical Education (RIME) Research and Review Paper in Academic Medicine.

At an institutional level I have also presented my work in an effort to bring attention to cultural and minority issues and have been recognized by the "Excellence in Research Award". Presently, I provide input on several committees at the University of Florida College of Medicine including the Admissions Committee, Curriculum Committee and Program Evaluation Committee; focusing on incorporating curricular strategies to promote cultural understanding and diversity. I am also building on my dissertation work by undertaking new research projects, which will add further to the body of literature on the topic, the latest being a college-wide survey studying experiences of students with microaggressions.

Activities and Innovation:

While the result of the research presented in this dissertation will contribute to the literature and serve as a resource for others, one of the additional benefits of the dissertation is the development of my skill set in qualitative research. As a result of the doctoral research I now serve as Director Scholarship Department of

Medicine, a position created to provide faculty with support to publish medical education research. In this position while working on my dissertation I have helped increase the medical education publication for the Department of Medicine from none to eleven full-text publications over a two-year period. The Ph.D. process has provided exposure and training in medical education research and I feel perfectly poised to help other faculty understand and develop epistemology and methodology for their research and guide them specifically in critical theory, discourse analysis and other qualitative methods. In recognition of the development of my academic writing skill set through the PhD process, the Department of Medicine invited me to spearhead a book addressing contemporary topics in medical education. The book edited by two peers and myself is now with the University of Florida Press. I am also collaborating with faculty involved in graduate medical education and the Physician Assistant School at the university and have received two multi-institution medical education research grants. More recently I was selected to serve on the national Research in Medical Education (RIME) Committee.

