



# Symposium on Educational Excellence 2023

## Why place matters in health education

Linda Martin-Stanger, M.Ed.; Kate Hubbard, B.A.

Campus for Rural Health, Oregon Health & Science University, Portland, OR., United States

## Active Learning Connection

Think-pair-share, storytelling, and Sticky Note case-study activity (get up and move!), and large group debrief.

## Learning Objectives

1. Define place-based identity.
2. Describe how place-based identity pedagogy improves student personal and professional outcomes.
3. Identify ways to embed place-based curriculum in health care education.

## Abstract

Through this workshop we will explore the functional role of place identity within medical education and identify ways to embed a place-conscious pedagogy within our curriculum. "Place-conscious pedagogy is an approach to teaching and learning that embeds the school curriculum in the local community and environment" (Pelech and Kelly, 2020, p. 210).

In the early 1900's the Flexner Report called for standardization in medical education, with the belief that it would improve quality of health outcomes in communities. Drs. Ross, Daynard and Greenwood assert this actually led to, "The creation of standards, evaluation methods and measurement tools in support of producing clinically proficient physicians who did not understand the importance of practice context" (Ross, et al., 2014). Training became more centralized; pulling budding health care professionals out of the community context and into an academic one. The resulting urbanization of training creates an environment where health professionals are also more likely to practice in urban areas where they are most comfortable. They are therefore less prepared to practice in smaller communities, leaving many health profession shortage areas (HPSAs).

Arguably, health education institutions have an obligation to prepare students for both: to be competent health care providers and to be capable of integrating within all communities in the service area. We talk extensively in health education of professional identity and of personal identity, but less so about place identity. The Rural School and Community Trust (2005) defined it as "Place based education is learning that is rooted in what is local- the unique history, environment, culture, economy, literature, and art of a particular place. This local focus has the power to engage students academically,

pairing real-world relevance with intellectual rigor, while promoting genuine citizenship and preparing people to respect and live well in any community they choose.

Participants of this workshop will be challenged to re-integrate the benefits of place-based identity-making in preclinical and clinical curriculum. Participants will be asked explore what place-based identity means to them through a think-pair share activity before introducing various definitions and storytelling to connect identity and health. Participants will then be asked to think critically about how we can ensure our learners are prepared, not just to serve all Oregonians through urban centered healthcare, but to live and work in Oregon communities.

This will be achieved through a "Healthcare for All" activity.

- Welcome/Intro - 5 min
- Think-Pair-Share - 5 min
- Definitions and storytelling - 10 min
- "Healthcare for All" Sticky Note Activity - 15 min
  - Each table is provided with background info on a rural community and asked to respond to two unique prompts (professional and community member roles), using large sticky notepads hung around the room.
- Large Group Discussion and Debrief - 10 min

## References

1. Lyle, E., Pelech, S., & Kelly, D. (2020). Teacher identity and agency. In *Identity landscapes: Contemplating place and the construction of self* (p. 210). BRILL. doi.org/10.1163/9789004425194\_019
2. Rural School and Community Trust. (2005). *Rural School and Community Trust Annual Report*. [https://www.ruraledu.org/user\\_uploads/file/2005\\_annual\\_report.pdf](https://www.ruraledu.org/user_uploads/file/2005_annual_report.pdf)
3. Peng J, Strijker D, Wu Q. Place Identity: How Far Have We Come in Exploring Its Meanings? *Front Psychol*. 2020 Mar 10;11:294. doi: 10.3389/fpsyg.2020.00294. PMID: 32218753; PMCID: PMC7078666.
4. Ross B. M., Daynard K., & Greenwood D. (2014). Medicine for somewhere: The emergence of place in medical education. *Educational Research and Reviews*, 9(22), 1250-1265.