

Who's Flexner and Why Does He Get a Say Medicine? : Images of Today's Doctors & the Legacies of Medical Education Reform in the Progressive Era

Overview & Intent:

Although the content and message of my lesson, *Who's Flexner and Why Does He Get a Say Medicine? : Images of Today's Doctors & the Legacies of Medical Education Reform in the Progressive Era*, is applicable for individuals of all ages, my intent is to teach it to first and second-year high school students. Throughout the course of this lesson, I hope to inspire the students to consider how the modern media they consume shapes their perceptions of the medical system— specifically their racialized image of the doctor— and how these perceptions are connected to the histories of medical education's reform during the Progressive Era.

The lesson, which is divided into two main parts, focuses on both participants lived experiences as patients and consumers of media, as well as the 1910 Flexner Report. In the first half of the lesson, participants will analyze their own experiences through two main activities. The first of which is a simple drawing exercise where participants are asked to draw their own doctor, while the second is a gallery walk of images of television's most famous doctors. In the second half of the lesson, participants will: 1) learn a brief history of Progressive Era, 2) learn a brief history of the evolution of medicine during the Progressive Era, 3) learn about Abraham Flexner, 4) closely analyze 1910 Flexner Report, and finally, 5) consider both the immediate and long-term consequences of the 1910 Flexner Report. Participants will learn this information in a myriad of ways including through lecture, close readings, video.

While the intent of my lesson is to show the connections between the Flexner Report, participants racialized images of doctors, and the actual lived experiences participants, my objective is not to suggest that it is a casual relationship. Ultimately, my main objective is to empower participants to overcome the negative racial and gendered legacies of the 1910 Flexner Report, and thus to find ways to challenge the health inequities have existed due to the deficit in black male doctors.

Lesson Plan:

- Section One: Introduction **(20 minutes)**
 - Introduce myself (3 minutes)
 - Ground Rules (5 minutes)
 - <http://www.crlt.umich.edu/publinks/generalguidelines>
 - I want to take the time to establish ground rules as this lesson designed for early high school students.
 - Do now -- Who's your Doctor? (12 minutes)
 - On an index card, have participants draw a picture of their primary doctor. ****3 minutes****
 - If they do not see a doctor regularly, have them draw one from their childhood. If they are not comfortable drawing, have them write a description of their doctor; stress that this is a visual exercise and to focus on the physical attributes.
 - Once participants finish drawing, have participants group up and share their pictures with one another. ****4 minutes****
 - Remind participants to not specifically mention their doctor's name and use phrases such as "my doctor..."
 - After sharing out in small groups, have participants come back together for a larger discussion of the general patterns seen. While participants are sharing out use their own experience as a statistic for the racial makeup of doctors. ****5 minutes****
- Section Two: Television's Most Famous Doctors **(30 minutes)**
 - Gallery Walk (13 minutes)
 - Directions: "There are pictures of Television's most famous doctors posted around the room, along with facts and a description of the show. Your job is to indicate all the doctors/shows you know and write down anything you observe." ****2 minutes***
 - Meredith Grey (Grey's Anatomy), Hawkeye Pierce (M.A.S.H), House (House), J.D (Scrubs), Shaun Murphy, (The Good Doctor), Max Goodwin (New Amsterdam), James Kildare (Dr. Kildarez), Ben Turner (City of Angels)
 - Post Walk Discussion (15 minutes)
 - What did you find interesting? How many doctors/shows did you know and have seen? How do these images compare to your actual doctors? What do these images suggest about the actual racial makeup of the profession?

TOTAL TIME PASSED: 50 minutes

- Section Three: Bridging the Gap **(20 minutes)**
 - Video Clip from New Amsterdam: (5 minutes)
 - The clip I want to show is from S1E3 in which Dr. Floyd and Dr. Bloom are standing in the elevator discussing Dr. Floyd's new hires.
 - Post Video Discussion: (5 minutes)
 - Do you think the figures presented in this clip are accurate? Are you surprised by the figures? How might the history of medicine be connected to/ influencing this?
 - Reading: (10 minutes)

- “Strategies for Improving Medical Care: Institutions, Science, and Standardization, 1870-1940” **5 minutes to read independently**
 - Once participants finish read, have participants group up and share their thoughts with one another. **5 minutes**
- The Flexner Report **(45 minutes)**
 - Who was Flexner? (15 minutes)
 - Split the participants into two different groups. Have the participants read the two different biographies and using them create an identity chart for Flexner. **5 minutes**
 - <https://jhupbooks.press.jhu.edu/content/iconoclast>
 - <https://www.ias.edu/flexner-life>
 - Once the groups have finished, have them compare their charts. **5 minutes**
 - What is similar and different between the charts? What has caused these differences? → Connect back to the media/information we consume.
 - The Report (15 minutes)
 - Mini-lecture on the introduction to the report **5 minutes**
 - Close-Reading: "Educational Reformer Abraham Flexner Writes a Muckraking Report on Medical School, 1910." **5 minutes**
 - Split the participants into two different groups. Give one group the first part of the report & give the second the latter.
 - Post-Reading Discussion: What did you notice about the language used in the report? How does this language make you feel? **5 minutes**
 - The Legacies (15 minutes)
 - Close-Reading on the Legacies: Split participants into two different groups**5 minutes**
 - Immediate: "Black Woman Physician Isabella Vandervall Laments the Racial and Gender Discrimination in the Program for Reforming Medical Education, 1917."
 - Post-Reading Discussion: What similarities can you draw between the two impacts? What similarities can be drawn between the data, your personal experience, television's most doctors, and Vanderwall's experience? How do racial and gender disparities among doctors impact the care we receive and our health today? **10 minutes**
- Section Four: Closing **(5 minutes)**
 - Final Spiel/ Big Picture (3 minutes)
 - Be critical of the narratives media portrays
 - Racial diversity among doctors impacts our health
 - The professionalization of medicine isn't as rosy as one might think
 - Do not let the Flexner Report and television's most famous doctors prevent you from becoming a doctor.
 - Final Wrap-Up (2 minutes)
 - Thank everyone & ensure that they receive my email in case of questions

TOTAL TIME PASSED: 120 Minutes