

Curriculum Content Report Assessment: **Medical Professionalism & Ethics**

Presented to MSEC May 16, 2017 and August 15, 2017

Prepared by: Caroline Abercrombie, MD

General:

- **Medical Professionalism & Ethics** content is difficult to quantify in hours due to the intertwined nature of the content within sessions. The referenced tools are good guidelines for content coverage and staging, as well as teaching resources (AAMC The Medical School Objectives Project (MSOP) report, The American Society for Bioethics and Humanities (ASBH) task force on ethics and humanities in UME, IME)
- There is a large variation in delivery methods and curricular structure across universities.

Quillen Specific:

- There are opportunities for more integration into the pre-clerkship years and some content is already present, but formal assessment and mapping are necessary.
- Most introductory knowledge is represented in the pre-clerkship years with the exception of a few potential gaps in content or mapping: informed consent/refusal, DNR status, surrogate decision making, assisted suicide/euthanasia, ethics committees, issues and structures of health care access, rationing within healthcare, current public controversies in health care bioethics, theories and methods of ethical analysis/clinical ethics.
- Intentional opportunities for reflection and discussion of experiences encountered involving ethical issues or professional behavior exhibited/observed during the clinical environment appears to be minimal or not appropriately documented outside of the mid-clerkship review.
- Specialty related topics that present areas of potential gaps or mapping deficiencies include: Repro-ethics and new reproductive technologies, midwifery, medicalization of pregnancy and birth, Maternal-fetal conflict, Stem cell ethics, Organ donation and transplantation, Institutional practice/organizational ethics, IRBs and research ethics, and preventive ethics.

SHORT TERM RECOMMENDATIONS:

- Continue with planned development of medical student CITI modules for IRB and research ethics introduction. Consider placement in the Doctoring I Course or with Pre-Matriculation assignments.
- Decision making capacity and introduction to **Informed Consent** should occur prior to the Transition to Clerkships Course since this is Step 1 content. Other than the basic introduction in a COL case on advanced directives, formal content could not be identified in the pre-clerkship years. The application of the content seems appropriate at the M3 level, but introduction to basic concepts should be placed earlier in the Doctoring I or II Course.

LONG TERM RECOMMENDATIONS:

- Ethics content should be more formalized across all four years to ensure consistent delivery.
- Instruction in medical ethics and human values *during* student participation in patient care is present, but is often done on a case-to-case basis, making it difficult to standardize and to ensure feedback is provided. More structured opportunities should be available for reflection and discussion of observed ethical or professional situations during the clerkship years to ensure the presence of mentoring opportunities for professional identity development.
- There appears to be overlap of content in multiple areas, specifically end of life care. The Doctoring Course should help align content, omitting redundancy and facilitating course directors with any staging of content.

Curriculum Content Report Assessment: Medical Professionalism & Ethics

Presented to MSEC May 16, 2017

Prepared by: Caroline Abercrombie, MD

Year	Course / Clerkship	Depth / Hours	Content at Session Level: Query from New Innovations / data sources
M1	Orientation	Basic 1h	Student rights and harassment; HIPPA Modules Planned additions: IRB training Assessment: Quiz & certificate
	COL	Basic PBL? 10h	Multiple cases, dependent on student set learning objectives (<i>suicide & terminal dx's, Advanced directives, capacity, birth defects & treatment choices, fetal assault, transplant list, pt noncompliance, genetic testing, refusal of treatment, cheating/honor code, STI's & notification of others impacted, genetic/family counseling, pregnancy termination</i>); Medical ethics panel; Human Sexuality Workshop & OSCE Assessment: Formative feedback
	Anatomy	Basic/ Intern Theme	HIPPA compliance; respect of patient's wishes & confidentiality; Team work <i>Mapped?</i> Assessment: Self-Assessment & Summative feedback
	IPES	Basic Theme	Attention to patient comfort <i>Mapped?</i> Assessment: OSCE; summative feedback
	Communication Skills for Health Professionals	Basic / Intern Theme ~9h	Patient-centered communication; empathy; <i>Delivering Bad News</i> (terminal dx, ELC discussion, disclosure of medical errors); <i>Domestic abuse; Interprofessional Communication</i> (Managing inter- and intra-collegial conflict, disclosure of medical errors). 3 – 3 hour small group sessions. Assessment: Formative feedback
	Biostats, Epi and EBM	1h	Research ethics Assessment: Case Assignment
	POM:PPS	Basic/ Intern Theme ~40h	Majority of sessions (see schedule): Intro to Medical Ethics/Ethics Cases; <i>Patient Centered Care; Medicine as a Profession; Cultural Issues</i> in the Workplace & Clinical Practice; <i>“Still Life: The Humanity of Anatomy”</i> film & discussion; <i>Personal Mission Statement; Developing a Professional Identity</i> ; Community Outreach (fair, required exploration hours); <i>Principle of Social Justice & Socioeconomic Determinants of Health + Adverse Childhood Exper</i> ; <i>Intro to Medical Rules & Regulations; Overview of Healthcare Reform; Medical Errors: Interdisciplinary Teams and Teamwork; Forms of Professionalism; Self-Awareness, Cognitive Errors & Implicit Bias; Forms of Professionalism; Quality Improvement, Patient Safety; Introduction to Research Ethics</i> Assessment: small & large group discussions; quizzes; written assignment reflections; service learning project written assignment
	CMM	0	Germ Line Therapy & gene therapy ethics, 24andME and personal genomics are discussed, but ethical principles are not the focus (no objectives or assessment). Assessment: n/a
	Genetics	Basic ~1h / theme	Impact of genetic screening and counseling as related to diagnosis and management of disease Assessment: written exam
	Lifespan & Development	1h	End of life issues; Mandatory reporting, Obligations in child and elder abuse/neglect Assessment: written exam
M2	Pharmacology		Pharmaco-ethics discussed at times, but no session objectives or assessment. <i>PLUS17 identified, but recommend to remove by CD.</i> Assessment: n/a
	Intro to Clinical Psychiatry	3h	Transference and countertransference; Professional doctor-patient boundaries, and ways to recognize and address potential boundary violations Assessment: Written Exam
	Immunology	1h	Vaccination ethics, access to care (PL 17 tag recommend to remove by CD) Assessment: written exam

Curriculum Content Report Assessment: Medical Professionalism & Ethics

Presented to MSEC May 16, 2017

Prepared by: Caroline Abercrombie, MD

Year	Course / Clerkship	Depth / Hours	Content at Session Level: Query from New Innovations / data sources
	Microbiology	Theme	Professionalism is part of the course (in the syllabus) and part of the student narrative. Ethics are only mentioned as a concern to be addressed when talking about treatment or care options, but not enough to be a course objective. Assessment: Narrative
M3 Clerkships	Transition to Clinical Clerkships	Theme 3h	Student rights and harassment module; Case-based HIPPA session; Informed Consent didactic session; Professionalism as a central theme Assessment: Quiz, participation; clinical performance
	Community Medicine	Theme 1h	<i>Community Medical Ethics</i> – case study presentations and discussion group with required Ethics & Cultural Competency Module Assessment: Case-based instructional learning; Discussion, small group
	Pediatrics	Basic Theme	Professional behavior; Adolescent consent & confidentiality. Sim Session 1, Practical Pediatrics Part 1 Lecture, Pulmonary Lecture, Febrile Infant case, Health Promotion Activity Assessment: clinical performance, narrative assessment, clinical documentation review multiple source assessment; NBME, CLIPP Cases; pediatric jeopardy
	Psychiatry	Theme	Communication & boundaries; professional mistakes; inter-professional collaboration Assessment: clinical performance; oral patient presentation; participation
	Surgery	Theme	Professional behavior & communication; WISE MD on-line modules (colon cancer, diverticulitis, hypercalcemia, thyroid nodule, hernias, pancreas, trauma, best practices, foley catheter, suturing, knot, tying, ultrasound, thyroid, etc) Assessment: clinical performance; narrative assessment; oral patient presentation; participation
	OB/GYN	Theme	Elements necessary for informed consent; sexual abuse/assault didactic session; Multi fetal gestation/death didactic session Assessment: clinical performance; narrative assessment; oral patient presentation; participation
	IM	Theme	<i>Hospice vs. Palliative Care session?</i>
	FM	Theme	interprofessional team; Home Visit – lifestyle/culture influence on health; Biopsychosocial model; <i>End of Life Care session??</i> Assessment: clinical documentation review; multisource assessment; simulation self assessment
	Specialties	Basic ?	Ethics identified as reporting topic
M4	Keystone	Theme 5.5-10h	Applicable sessions: <i>Breaking Bad News to patients; Death Certification Workshop; Patient-centered Care; Personal Finance; Dealing with the Media; Secret to the Practice of Medicine; Physician/Patient Communication Tech Age; Palliative Care; “String of Pearls”</i> . Required topic sessions chosen by student, who must pick 1 session per topic. Relevant topics include: Physician Health, Ethical Issues, Culturally Competent Care, and Medical Jurisprudence. Assessment: Participation
M4*	Clinical Ethics and the Profession of Medicine Online Elective*	*	Boundaries, e-professionalism, professional behavior, spirituality & medicine, ethics committees, ELC, palliative care Assessment: discussion board participation; written assignment; final project
	Physicians and End of Life Care: Clinical and Cultural Issues, Online Elective*	*	End of Life care, assisted suicide, DNR, withholding/withdrawing care, boundaries, palliative sedation, helping patients prepare for end of life (documentation, resources available), hospice, futility, a “good death” Assessment: discussion board participation; written assignment; final project

*Signifies optional courses/sessions not required of every student

Signifies content identified in mapping documents from previous, not confirmed as current content