

# CHES

## Culture, Health, Equity, and Society

### Course Goals

#### Goals

1. Define diversity including language, sexual identity, age, race, ethnicity, disability, socioeconomics, and education—and their implications in healthcare.
2. Employ self-reflection to recognize and examine their own beliefs, biases, and practices—and their implications in healthcare.
3. Conduct culturally appropriate risk and asset assessment, management, and communication with patients and populations.
4. Integrate cultural perspectives of patient, family, and community in development of treatment/interventions.
5. Describe the personal, social, economic, and environmental factors (determinants of health) that influence health—and their implications in healthcare.
6. Describe the components of healthcare systems including health policy, regulatory agencies, payment models, and models of care organization—and their implications in healthcare.
7. Identify individual and system level opportunities to advocate for the health of their patients and populations (e.g. patient-centered care, quality improvement, high value care, community/population health).
8. Describe how culture, health, equity, and society influence and are influenced by societal problems.

# Culture, Health, Equity, and Society

## Session Learning Objectives

### **Delivered In: Adult Ambulatory Care**

#### **Palliative Care Module - An In-Depth Look at Palliative Care and its Services**

1. Define palliative care and the impact it has on patient quality of life.
2. Describe the characteristics of patients who can benefit from palliative care.
3. Locate resources to aid in your support of palliative care.

#### **Palliative Care Module - Assessing Risk for Opioid Substance Use Disorder**

1. Integrate routine and universal formal risk assessment for substance use disorder when considering or using opioid therapy in seriously ill patients.
2. Distinguish substance use disorder from the undertreatment of pain in the seriously ill patient.
3. Risk stratify for substance use disorder management.

#### **Palliative Care Module - Managing Pain in Patients at Risk for Substance Abuse Disorders**

1. Use safe and appropriate pain management strategies in seriously ill patients at risk for or with concurrent substance use disorder.
2. Recognize indications for specialist referral.

### **Delivered In: First Course**

#### **Hopes and Concerns Reflective Writing**

1. Reflect and record personal goals and personal concerns on entering medical school.

### **Delivered In: Foundations of Doctoring 1**

#### **REQUIRED Legal Presentation**

1. Demonstrate an understanding of HIPAA Privacy Act and how it relates to health information documentation
2. Discuss basic medico-legal issues as they relate to clinical practice

#### **Professionalism Cases in Phase I**

1. Identify professionalism components in cases.
2. Recognize why professionalism is important from matriculation onwards through cases.
3. Identify ethical principles and apply to cases.
4. Describe how the SOM Teacher/Learner agreement applies to cases.
5. Identify and practice strategies for effective feedback to students and faculty.

## **REQUIRED Art in Medicine: The Henry Claman**

1. Describe how closely studying works of art can translate to observational skills useful for both physical examination and communication skills in a clinical encounter.
2. Following careful observation, articulate appropriate details and relevant narrative elements in a work of art to peers as practice for communicating a patient's reasons for seeking care.
3. Appreciate that understanding context--including recent events, personal relationships, and the emotional state of individuals--in a work of art can be relevant to clinical medicine.
4. Develop the skill of empathy using works of art to improve one's understanding of the context of a clinical encounter and a patient's reasons for seeking care.

## **The Henry Claman "Art of Observation" Small Groups Session**

1. Describe how closely studying works of art can translate to observational skills useful for both physical examination and communication skills in a clinical encounter.
2. Following careful observation, articulate appropriate details and relevant narrative elements in a work of art to peers as practice for communicating a patient's reasons for seeking care.
3. Appreciate that understanding context--including recent events, personal relationships, and the emotional state of individuals--in a work of art can be relevant to clinical medicine.
4. Develop the skill of empathy using works of art to improve one's understanding of the context of a clinical encounter and a patient's reasons for seeking care.

## **Delivered In: Foundations of Doctoring 2**

### **Clinical Reasoning Concepts Using Art Workshop**

1. Describe how closely studying works of art can translate into clinical skills, like clinical reasoning, in a clinical encounter.
2. Interpret pertinent details from works of art to peers in a drawing activity to articulate key features from a work of art to highlight the work's overall narrative.
3. Appreciate how the importance of narrative--including recent events, personal relationships, and the emotional state of individuals--in a work of art can be applied to clinical medicine.
4. Understand of the role of uncertainty and ambiguity in making interpretations about works of art or a patients' clinical presentation.

## **REQUIRED Professionalism and Medical Licensure**

1. Analyze a case that raises issues of professional obligations of life-long learning.
2. Identify ethical principles and apply to cases.
3. Review SOM Professionalism guidance related to cases.
4. Identify and practice strategies for effective feedback.

## **Professionalism Cases in Phase II**

1. Identify and practice strategies for effective feedback to students and faculty.
2. Identify ethical principles and apply to cases.
3. Describe how the SOM Teacher/Learner Agreement applies to cases.
4. Analyze a case that raises issues of professional obligations of life-long learning.

## **Delivered In: Hospitalized Adult Care**

### **Intrasection - Non-Pain Symptoms in Advanced Illness**

1. Discuss the basic approach to symptom management.
2. List 3 non-pharmacologic management techniques for each symptom.
3. Describe the first line pharmacologic management for each symptom.

### **Intrasection - Advanced Care Planning (ACP)**

1. Discuss value-based decision making in Advanced Care Planning (ACP).
2. Describe the different types of advance care planning documentation tools.
3. Review The Conversation Project.

### **Intrasection - Discussing Resuscitation Preferences**

1. Discuss expected outcomes in-hospital resuscitation.
2. Describe important steps in value-based discussions regarding patient care goals and resuscitation preferences.
3. Identify helpful words and phrases in discussing code status with seriously ill hospitalized patients.

## **TBL 5 - Pain**

1. Describe the WILDA pain assessment approach.
2. Discuss the WHO 3-tiered approach to pain management.
3. Define addiction, pseudoaddiction, physical dependence, and tolerance.
4. Explain the principles of opioid titration.
5. Demonstrate the principles of underlying patient-controlled analgesia initiation.
6. Apply the steps of opioid equianalgesic dose conversion.

## **Delivered In: Human Body**

### **Anatomy Lessons I: Cadaver as First Teacher (Required)**

1. Identify the values involved in approaching the cadaver as one of your "first teachers" in medical school.
2. Describe the role of culture in attitudes towards death and the use of cadavers.
3. Describe experiences with human dissection in the form of a narrative.
4. Share perspectives on the experience of human dissection with colleagues.
5. Identify the role of colleagues in providing support.

### **Anatomy Lesson II: Family Panel (Required; Not Recorded)**

1. Develop a deeper understanding of the reasons that people become donors.
2. Develop an increased awareness of the impact and influence such a decision has on family members.
3. Consider how you or your family members would approach the issue of becoming a donor.

## **Delivered In: Integrated Clinicians Course 7001**

### **Orientation to Hidden Curriculum Sessions**

1. Explain the difference between formal, informal and hidden curricula.
2. Explain the content of the future hidden curriculum sessions.
3. Explain the logistics of the future hidden curriculum sessions.

### **Letters to a Third Year Student**

1. View the “Letters to a Third-Year Student” publication.
2. Discuss the history and background of the “Letters to a Third-Year Student” publication project.

### **Hidden Curriculum**

1. The student will be able to explain the difference between formal, informal and hidden curricula.
2. The student will be able to explain the content of the future hidden curriculum sessions.
3. The student will be able to explain the logistics of the future hidden curriculum sessions.

### **Coping with Death and Dying: Panel Discussion**

1. Discuss coping methods when patients die and about caring for patients at the end of life.
2. Develop a skill set to cope effectively and support other team members and families when a patient dies.

### **Legal Obligations**

1. Discuss the legal obligations of medical students.
2. Discuss the required components of a medical malpractice claim.
3. Discuss the things that can be done to help avoid litigation.

## **Delivered In: Integrated Clinicians Course 7002**

### **Delivering Serious News (Didactic)**

1. Discuss emotional and cognitive processing of information.
2. Reflect on the patient perspective of the delivery of serious news.

### **Delivering Serious News Small Groups**

1. Discuss why communication of serious news is important.
2. Name the SPIKES roadmap for delivering serious news.
3. Apply the SPIKES roadmap to delivering serious news scenarios.

### **Discussion on Professionalism & Mistreatment**

1. Discuss professionalism and mistreatment in clinical rotations.

## **CAPE First Standardized Patient Appointment: Delivering Serious News**

1. Practice skills in serious news.
2. Practice skills in responding to emotion
3. Reflect on the challenges associated with delivering serious news.

## **The Family Meeting (Didactic)**

1. Describe the 10 steps for conducting a family meeting.
2. Discuss the matching of therapies to value-based goals.
3. Demonstrate the value of exploring the goals of care prior to formulating a patient plan of care.

## **The Family Meeting Small Groups**

1. Explore goals of care based on values and priorities.

## **The Caregiver Experience Discussion Panel - Guest panelist, please be considerate - do not be late.**

1. Explore the caregiver experience from different perspectives.
2. Identify personal meaning from the caregiver experience.
3. Describe caregiver unmet needs.

## **End of Life Ethics Small Groups**

1. Describe the balancing of patient autonomy and professional integrity in current cases in medical ethics.
2. Describe the ethical implications and responsibilities of physician when disagreements occur between stakeholders in end-of-life decision making.
3. Describe the concept and ethical implications of futility, medical aid in dying (formerly: physician-assisted death), euthanasia, and conscientious objection to brain death.

## **CAPE Second Standardized Patient Appointment: The Family Meeting**

1. Address conflicting family wishes.
2. Explore a family's emotional and spiritual needs.
3. Reflect on the challenges associated with family conflict
4. Elicit the goals of care for the patient

## **Hidden Curriculum**

1. Explore strategies for coping with challenges.
2. Share ways of maintaining meaning in medicine and for being resilient.
3. Discuss balancing professionalism and empathy in caring for patients.

## **Reflective Writing Small Groups**

1. Critically examine an experience with a patient and to achieve deeper meaning and understanding of that experience through reflective writing.
2. Integrate affective with cognitive experience in the process of writing.
3. Explore complexity and ambiguity in a particular situation.
4. Foster empathy.
5. Feel less isolated and more in control.

## **Delivered In: Integrated Clinicians Course 7003**

### **Hidden Curriculum**

1. Describe how the hidden curriculum has shaped experiences in Phase III.
2. Analyze how peer communication and support can positively affect medical culture.

## **Delivered In: Integrated Clinicians Course 8004**

### **Colorado Medical Board and Your Medical License**

1. Understand medical professionalism.
2. Discuss the purpose of the Board of Medical Examiners, the flowchart for disciplinary measures, and the actions that will result in disciplinary proceedings.
3. Review actual medical board cases and decisions.

### **Hidden Curriculum**

1. Describe the aspects of the hidden curriculum that were experienced during the interviews.
2. Discuss goals and plans after finishing medical school.
3. Share strategies for coping with the stresses during Phase IV.
4. Discuss professional identity formation as it relates to chosen specialty.
5. Discuss how time has been spent in Phase IV and formulate ideas for optimizing this phase of education.

## **Culturally Effective Medicine: Reflective Writing Small Groups**

1. Integrate effectively with cognitive experience through reflective writing. (HEP)

## **Work and Well-Being Small Groups**

1. Understand the importance of physician health and wellness and its impact on patient outcomes.
2. Discuss factors that contribute to physician well-being.
3. Assess current level of wellness and activities that support health and wellness.
4. Identify a plan to increase behaviors that support physician health and wellness.

## Shared Decision Making Lecture

1. Discuss alternative viewpoints towards outcomes of care.
2. Identify the key elements of informed consent.
3. Review pitfalls in obtaining informed consent.

## Shared Decision Making Discussion Groups - By Specialty

1. Discuss alternative viewpoints towards outcomes of care.
2. Identify the key elements of informed consent.

## Delivered In: Integrated Clinicians Course 8005

### Mock Trial

1. Identify the objectives and procedures that pertain to medical malpractice depositions.
2. Identify alternatives to litigation offered including working with Risk Management, Insurer (e.g. COPIC), arbitration and mediation.

## Professionalism Small Groups

1. Analyze cases that raise issues of the appropriate use of social media.
2. Analyze cases that raise issues of disagreement with residents/ faculty.
3. Analyze cases that raise issues of appropriate role boundaries.
4. Analyze cases that raise issues of personal wellness and obligations to peers.
5. Analyze cases that raise issues of diversity or bias.
6. Identify ethical principles and apply to cases.
7. Describe how the SOM Teacher-Learner Agreement applies to cases.
8. Identify and practice strategies for effective feedback to students and faculty.

## Hidden Curriculum

1. Discuss the hopes and fears essays that you wrote as first year medical student
2. Discuss the hidden curriculum that you anticipate during internship.
3. Share strategies for maintaining life balance during residency training.

## Last Lecture

1. Identify methods to uphold continual personal and professional excellence.

## Delivered In: Integrated Longitudinal Medicine Clerkship

### Palliative Care Module

1. Define palliative care.
2. Describe the similarities and differences between palliative care and hospice care.
3. Discuss the goals of palliative care.



## **Delivered In: Interprofessional Education and Development I**

### **Introduction to Ethics & Ethical Analysis – VE**

1. Describe why ethics is central to health care practice.
2. Describe how ethical values, principles, and theories apply in professional practice.

### **Privacy/Confidentiality & Boundaries – VE**

1. Apply the 8-step Ethical Analysis to a clinical case.
2. Explain ethical duties related to privacy/confidentiality, duty to warn, and professional boundaries.
3. Identify how the code of ethics relevant to your profession addresses tensions between patient autonomy and professional obligations.

### **Informed Consent and Shared Decision Making – VE**

1. Recognize the ethical principles/values involved in informed consent, and the ethical and legal exceptions to obtaining it.
2. Identify the relationship between informed consent and shared decision making.
3. Develop strong justifications for ethical decisions involving informed consent.
4. Define consent and assent issues for minors.

### **Conflicts of Interest – VE**

1. Describe conflicts of interest and the values at stake in conflicts of interest.
2. Identify prominent conflict of interest professional standards, including the Anschutz Medical Campus Conflict of Interest policy.
3. Identify strategies for managing conflicts of interest.
4. Apply evidence regarding conflicts of interest to resolve ethical dilemmas involving such conflicts.

### **Justice in Healthcare – VE**

1. Describe formal and material principles of justice.
2. Identify statements about justice in relevant codes of ethics.
3. Describe substantive and procedural methods for achieving just outcomes.
4. Identify and analyze justice issues in ethical case problems.

## **Delivered In: Molecules to Medicine**

### **Turner Syndrome Vignette (No Lecture; Panopto Video Available)**

1. Enumerate challenges across the lifespan in patients with Turner Syndrome.

### **Genetic Counseling**

1. Identify fundamental ethical principles of genetic counseling as it is practiced today.
2. Recognize the reproductive options currently available for couples with increased risk for having a child with a genetic disorder, including which options are appropriate or available given the mode of inheritance and/or diagnostic information available.
3. Recognize factors that may impact a client's perception of risk and their selected course of action.

## **Crohn's Disease Vignette**

1. Employ listening and empathy in actively listening to patients' symptoms and not dismissing them as "stress-related".
2. Appreciate why patients with IBD experience feelings of shame and embarrassment related to their symptoms and their disease.

## **M2M Required Small Groups - Research Ethics**

1. Identify the three core ethical principles relevant to clinical research.
2. Apply the core ethical principles to a case.
3. Describe the basic functions of an IRB.

## **Delivered In: Nervous System**

### **Alcoholics Anonymous**

1. Distinguish between spirituality and religion in 12 step programs
2. Identify factors that are associated with the success of 12 step programs.
3. Identify barriers to talking about substance use disorders and their treatment.
4. Describe an open Alcoholics Anonymous(AA) or other 12 step meeting.

## **Decisions in Patients with Neurologic Impairments**

1. Analyze the ethical issues in cases involving patients with neurological impairments.
2. Describe the impact of various religious traditions on treatment decisions.
3. Identify professional obligations in the face of religious diversity and pluralism.

## **Delivered In: Operative/Perioperative Care**

### **Informed Consent Written Assignment**

1. Describe the purpose of the informed consent process.
2. Describe eight elements necessary by law for a valid informed consent process.
3. Identify ethical values that support the practice of informed consent.
4. Describe the evidence, procedure and professional standard of care that Colorado Courts apply to resolve informed consent cases.
5. Describe the process for proxy decision makers for incapacitated adults in Colorado.
6. Describe informed consent for minors.
7. Identify ethical issues raised by DNR orders in the OR.

## **Delivered In: PBL Phase I**

### **PBL Phase I: Case 7, Session 2**

1. Discuss professional and ethical implications for physicians in caring for families who decline some or all vaccinations for their children.

## **Delivered In: Womens Care**

### **Ethics - Written Assignment**

1. Describe a case scenario that raises ethical questions.
2. Identify the ethical questions (the “shoulds”) pertinent to the situation.
3. Identify your first or “gut” reaction to the situation.
4. Identify the medical, psychosocial, legal or other facts of the situation.
5. Identify the stakeholders and the values of each, including patient, family, institution, healthcare professionals, you as the student, the community (sometimes via the law.)
6. Identify the areas of overlap among values and also the areas of tension among values.
7. Identify options for the resolution of the ethical issue, describing the pros and cons of each.
8. Choose what you would or should do for the resolution of this issue.
9. Justify your choice by referring back to the values at stake and the pros and cons of the choices.
10. Suggest how this ethical issue could have been avoided, if possible.

### **Ethics - Midpoint**

1. Use ethical analysis to discuss professional legal and ethical obligations and choices regarding management of the patient considering abortion.
2. Discuss the ethical and legal rights of the fetus in relation to the mother in Obstetric Care decisions.
3. Recognize the cultural variation which can occur, in practitioners and patients, in the evaluation and discussion of Obstetric and Gynecologic ethical dilemmas.
4. Utilize understanding of ethical dilemmas and analysis to reflect on a clinical or professional experience encountered during Women’s Care which lead to an ethical dilemma.