Humanities, Ethics and Professionalism
Course Goals

**Goals**

1. Graduates will develop the knowledge, attitudes, and skills necessary to practice according to ethical and legal standards.
2. Graduates will develop competency in the subdomains of professionalism, including physicianship, humanism and wellness.
3. Graduates will explore the personal, social, moral and cultural dimensions of health care through the arts and humanities.
4. Graduates will be able to demonstrate knowledge, skills and attitudes to nurture imagination and curiosity about human experience.
5. Graduates will be able to demonstrate the knowledge, attitudes and skills necessary to care for patients and their families who have life-limiting illnesses.
6. Graduates will demonstrate knowledge, attitudes and skills necessary to address the spiritual needs of patients and their families.
Humanities, Ethics, and Professionalism
Session Learning Objectives

Phase 1

Delivered In: Foundations of Doctoring 1

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 "Art of Observation"
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.

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

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: Human Body

Anatomy Lesson I - Cadaver as First Teacher Lecture

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: History of Medicine (Anatomy)

1. Identify historical events that led to today's study of Anatomy.
2. Recognize pioneers in the study, understanding and teaching of Anatomy.
3. Describe the role of artists in the dissemination of anatomical knowledge.
4. Define the evolution of the "anatomy lesson" (from cadavers to imaging aids).
5. Appreciate the importance of anatomical knowledge in today's medical practice.

Anatomy Lesson III: Family Panel

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.

Anatomy Lessons I - Cadaver as First Teacher - Groups A and B

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.

Delivered In: Interprofessional Education and Development I

A Process of Ethical Analysis – VE

1. Apply the 8 step method of analyzing clinical cases from an ethical perspective.
2. Define privacy/confidentiality, duty to warn, and professional boundaries.
3. Identify professional codes of ethics.

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. Describe decisional capacity and how it impacts informed consent.
4. Describe consent and assent issues for minors.
Introduction to Ethics – VE

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

Delivered In: Molecules to Medicine

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.

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.

M2M 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.

Turner Syndrome Vignette

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

Phase 2

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.
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.

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.

Delivered In: Interprofessional Education and Development II

Access & Justice (Values & Ethics)

1. Identify formal and material principles of justice.
2. Identify statements about justice in relevant codes of ethics.
3. Describe social determinants of health that can be barriers to access.
4. Identify, compare and contrast the key justice issues among the health care professions.

Conflicts of Interest (Values & Ethics)

1. Define conflicts of interest.
2. Describe the values at stake in conflicts of interest and abuses of power.
3. Identify prominent professional standards including the Anschutz Medical Campus policy
4. Describe current research on the impact of conflicts of interest.
5. Identify some strategies for managing conflicts of interest.

Delivered In: Nervous System

Alcoholic Anonymous

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

Decision Making for Patients with Neurological 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.

Phase 3
Delivered In: Adult Ambulatory Care

Palliative Care Day

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

Delivered In: Hospitalized Adult Care

Intrasession - 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.

Intrasession - 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.

Intrasession - 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.

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: Integrated Clinicians Course 7001

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.

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.
Intro 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.

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.

Letters to a Third Year Student

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

Professionalism Case Discussion Small Groups

1. Identify the need to recognize limitations and ask for help.
2. Describe the appropriate use of technology at the bedside.
3. Analyze cases that raise issues of personal wellness and obligations to peers.
4. Analyze cases that raise issues of boundaries with residents, attendings and other health care professionals.
5. Analyze cases that raise issues of possible biases based on gender, sexual orientation, age, class, race and ethnicity.
6. Analyze cases that raise issues of appropriate professional attire.
7. Describe how the SOM Teacher-Learner Agreement applies to cases.

Delivered In: Integrated Clinicians Course 7002

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.

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.

Delivering Serious News (Didactic)

1. Discuss why communication of serious news is important.
2. Reflect on the patient perspective of the delivery of serious news.
Delivering Serious News (SmallGrp)

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.

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.

Hidden Curriculum

1. Build reflective skills.
2. Explore how experiences have shaped professional identity.
3. Develop skills in peer communication and support.

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.

The Caregiver Experience Discussion

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

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 (SmallGrp)

1. Explore goals of care based on values and priorities.
Delivered In: Integrated Clinicians Course 7003

Hidden Curriculum

1. Reflect upon, discuss, and write about Phase III experiences.
2. Examine the socialization process in the clinical education setting.
3. Participate in networking and support.

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: Womens Care

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.

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 you 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.
Delivered In: CSB Longitudinal Integrated Clerkship

Hidden Curriculum Session #2 (non-ICC)

1. Identify the hidden curriculum and experiences thus far.
2. Create a safe, supportive environment and develop skills in peer communication.
3. Build reflective skills.
4. Explore how experiences thus far are shaping professional identity.
5. Share strategies for coping with the changes that occur when entering Phase III.

Hidden Curriculum Session #3 (non-ICC)

1. Identify your role in the care of the patient and in being part of the healthcare team.
2. Explore the challenges balancing the roles of being part of a team, being a patient advocate and caring for oneself.
3. Share strategies for coping with these challenges.

Delivered In: CSB Longitudinal Surgery/Anesthesia

Periop/Consent Ethics & 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: DHLIC OB/GYN

Women's Care Ethics

1. Describe the unique aspects of pregnancy from an ethical perspective, and become familiar with recent considerations of the fetus as a patient.
2. Become acquainted with ethical frameworks other than “principle based” used in analysis of maternal-fetal conflict, such as feminist ethics, an ethics of care, and case-based analysis.
3. Recognize the limitations of applying “best-interests” analysis to the fetus as a distinct patient from the pregnant woman. Be aware of the potential for gender and social bias inherent to attempts for legal remedies that favor the interests of the fetus over those of the pregnant woman.
4. Discuss the importance of respect for the autonomy of the pregnant woman in the context of maternal-fetal conflict, and informed refusal of intervention.
5. Identify strategies for conflict resolution that maintain a therapeutic doctor-patient(s) relationship, including development of hospital guidelines and use of ethics consultation.
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.

Phase 4

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.

Culturally Effective Medicine: Reflective Writing Small Groups

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

Hidden Curriculum

1. Describe the aspects of the hidden curriculum that were experienced during the interview and match process.
2. Analyze the meaning of the match as a rite of passage.
3. Share strategies for coping with the stresses surrounding the match.
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.

Shared Decision Making discussion groups, by specialty

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

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.

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.
Delivered In: Integrated Clinicians Course 8005

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.

Last Lecture

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

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.

Pre-Matriculation

Delivered In: First Course

Hopes and Fears Reflective Writing

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

What Kind of Doctor Will You Be?

1. Explore what kind of doctor you will be.