Course Goals

Humanities, Ethics and Professionalism

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.
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: First Course

Honor Code & Professionalism - Large Group

1. Recognize the role of honorable and professional behavior within the larger context of medical ethics.
2. Identify the Medical Student Honor Code and the responsibility it confers.
3. Identify the Teacher-Learner Agreement as the CU School of Medicine’s articulation of the responsibilities inherent to the educational relationship.
4. Describe the Honor Council and the process for reporting potential violations.
5. Describe the Medical Student Professionalism Committee and its feedback process.
6. Describe the Office of Professionalism and how to report a faculty/fellow/resident professionalism lapse or student mistreatment.

Honor Code & Professionalism - Small Group

1. Identify honor code and professionalism components in cases.
2. Identify options to provide feedback to students and faculty.
3. Identify how the Teacher-Learner Agreement provides guidance for professional behavior.
4. Recognize why professionalism is important from matriculation onward through cases.

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.
The Henry Claman

1. Describe how closely studying works of art can translate to observational skills in a clinical encounter.
2. Identify narrative and other relative elements in a work of art which could apply to clinical medicine.
3. Interpret appropriate details from narratives in art to peers to articulate patients' reasons for seeking care.
4. Appreciate how the importance of context—including recent events, personal relationships, and the emotional state of individuals—in a work of art can be applied to clinical medicine.
5. 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 in a clinical encounter.
2. Identify narrative and other relative elements in a work of art which could apply to clinical medicine.
3. Interpret appropriate details from narratives in art to peers to articulate patients' reasons for seeking care.
4. Appreciate how the importance of context—including recent events, personal relationships, and the emotional state of individuals—in a work of art can be applied to clinical medicine.
5. 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

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: Human Body

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.
Anatomy Lessons 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.

History of Medicine

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.

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.

Delivered In: Integrated Clinicians Course 1

Orientation to Phase III Foundations and Hidden Curriculum Sessions

1. List the requirements for Foundations of Doctoring Curriculum in Phase III.
2. Explain the difference between formal, informal and hidden curricula.
3. Explain the content of the future hidden curriculum sessions.
4. Explain the logistics of the future hidden curriculum sessions.
5. Examine the socialization process in the clinical education setting.
7. Participate in networking and support.

Medical Errors and Medical Students

1. Have an advance plan for how to manage the personal impact of medical errors.

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.
**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 2**

**The Caregiver Experience Discussion Panel**

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 concept and ethical implications of euthanasia.
2. Describe the ethical implications and responsibilities of physicians when disagreements occur between stakeholders in end-of-life decision making.

**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. Share personal experiences with death, the clerkships, the ICC 7003 curriculum, and other challenging patient care experience thus far in the 3rd year.
2. Identify how these experiences changed you and your view of medicine.
3. Describe the challenges in caring for one's self when caring for ill and dying patients.

**Delivered In: Integrated Clinicians Course 3**

**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: Integrated Clinicians Course 4

Hidden Curriculum

1. Reflect upon and discuss life balance as a 4th year medical student.
2. Reflect upon and discuss other important issues, the culture and hidden curriculum of medicine and medical education.
3. Reflect upon and discuss 4th year goals and roles.
4. Reflect upon and discuss upcoming transition to internship.
5. Examine the socialization process in the clinical education setting.
7. Participate in networking and support.

Shared Decision Making Lecture

1. Discuss alternative viewpoints towards outcomes of care.
2. Identify the key elements of 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 5

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.

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 – 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.
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.

Delivered In: Interprofessional Education and Development II
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.

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.

Delivered In: Molecules to Medicine
Turner Syndrome Vignette
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 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

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.

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. Discuss the epidemiology of abortion and unintended pregnancy in the United States.
2. Use ethical analysis to discuss professional legal and ethical obligations and choices regarding management of the patient considering abortion.
3. Discuss the ethical and legal rights of the fetus in relation to the mother in Obstetric Care decisions.
4. Recognize the cultural variation which can occur, in practitioners and patients, in the evaluation and discussion of Obstetric and Gynecologic ethical dilemmas.