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|  | | | ***Clinical Clerkship Course***  ***Year IV***  ***2022-2023*** | | **… *Course*** |
| * 1. *Clinical Clerkship Course Title* | | | ***Ethics Rounds*** | | |
| *2.1. Name of course instructor* | | | ***Yesim Isil Ulman*** | | |
| *2.2. Names of co-instructors (if present)* | | | ***-*** | | |
| *3.1.* ***Brief course description:*** *Overall process of medical education is regarded as a form of moral training of future doctors who will provide healthcare, prioritise the patient’s welfare, remedy the sick responsibly, compassionately and virtuously. In fact, learning environment of medical education has both positive and negative influences on student’s acquisition of ethics-related knowledge, skills and attitudes.*  *However, innovative educational practices have demonstrated that ethics can be better and more efficiently taught by practice in order to develop skills in detecting the presence of ethical dilemmas, resolving problems, conducting ethical reasoning, understanding of the concepts of ethics to achieve transformative learning, eventually.*  *The ethics rounds are educational intervention to incorporate medical ethics training as a part of students’ professional development within the context of clinical training. They are organized within the internal medicine clinical clerkship which takes place four times within the academic year, rotating groups of students in an interdisciplinary manner with clinicians from various branches. The clinicians are asked to choose a case representing an ethical dilemma from their daily clinical practice. They are provided with a guide to prepare this case for discussion during the session. The format of this guide includes a short case description, formulation of the problem and identification of the related ethical values and/or principles.*  *Ethics Rounds practice is sustainable and compatible with the vertical integration in medical education to enhance ethics-related skills and professionalism. It not only helps moral development of medical students and involve them in clinical, ethical decision-making, but also equips them with the ability to understand complex situations and resolve them in a self-critical, pluralistic, peer-learning style as well as allowing young residents to consolidate ethical reasoning skills.* | | | | | |
| *4.1. Course Objectives / Learning Outcomes*   * *To develop ethical sensitivity and professional motivation during the clerkship period* * *To foster professional and ethical values in clinical and ethical decision-making in daily practice* * *To integrate ethical formation in preclinical years with the practice based clinical experience in actual cases.* * *To make the clinicians, medical students & ethicists work together in plurality.* | | | | | |
| *5.1. Supported Ethics Course Basic Objective(s)*  (Please, mark the supported Precilinical Course basic objective(s) and explain briefly.)   |  |  |  |  | | --- | --- | --- | --- | | **No.** | **Clinical Clerkship Course Basic Objectives** |  | **Explanation** | | **1** | Pre-course |  | Students will have been taken basic knowledge and skills of ethical decision-making methodology and bioethics principles taught during the preclinical years under CMPS Medical Ethics and Humanities or any equivalent curse. | | **2** | Collaboration and Productivity / Team work |  | Students will work in groups at every phase of the course, discussing, deliberating, reasoning, learning from peers and preparing a class presentation. | | **3** | Understanding and using the basic principles of evidence-based scientific approaches |  | Students will be provided with a methodology of ethical analysis to carry out handling with the real case explained by the clinician in compliance with evidence-based medicine. | | **4** | Expressing him/herself (oral and written) |  | Students will have the opportunity to present & discuss their group work in the Class, and contribute to the plenary discussion by using his/her critical thinking ability. | | **5** | Implementation and evaluation |  | Students will be able to and enjoy how daily clinical life conflicts harbor ethical dilemmas by means of an actual case presented by the clinician in the Class. | | **6** | Being aware and taking of the social and ethical responsibilities |  | Students will be able to develop a moral and social insight into the clinical ethical dilemmas, carry this skill on real professional world conflicts and develop an ethical insight to resolve them in plurality. | | | | | | |
| *6.1. Minimum number of participants* 12 | | *6.2. Maximum number of participants*  20 | | *6.3. Year(s) and Semester(s) Offered ( )*   |  |  |  | | --- | --- | --- | | *Years /Semesters* | ***Fall*** | ***Spring*** | | ***Fourth*** | ***x*** | ***x*** |   In rotating clinical clerkship groups | |
| *7.1. Prerequisite of the course*  **To have finished the 3rd year at medical education** | | *8.1. Planned Product(s) of the course* (At the end of the course students should create a product as a research report, presentation, and so on.)  **At the end of the course students should have skilled in detecting an ethical dilemma at a specific situation in an actual case at ward, and in navigating an ethical analysis to resolve the dilemma.** | | | |
| *9.1. Assessment and evaluation plan* (This plan will be announced in the form of the course description.)  Class attendance and working in groups during the course will be sufficient for assessment. | | | | | |
| **10.1. THE MID-TERM PLAN (2022-2023 Fall and Spring, in Person and / or Online, Virtual Class)** | | | | | |
| **Weeks** | **Activities** | | | | |
| **Specified buy the clinical clerkship coordinator** | In rotating clinical clerkship groups during the Fall and Spring mid-terms, four time, four groups | | | | |

**Suggested Reading:**

* Fryer-Edwards, K et al, «Bringing ethics education to the clinical years: wards sessions at the Univ. of Washington», Academic Medicine, 2006;81(7):626-631.
* Svantesson M et al, Learning a way through ethical problems: Swedish nurses’ and doctors’ experiences from one model of ethics rounds», J Med Ethics, 2008; 34: 399-406.

YIUlman / 22.04.2022