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|  | | | ***Internship Course***  ***Year VI***  ***2022-2023*** | | **600 Clinical Ethics Bootcamp *Course*** |
| * 1. *Internship Course Title* | | | ***Internal Medicine & Ethics Boot Camp*** | | |
| *2.1. Name of course instructors* | | | ***Yesim Isil Ulman, Fatih Artvinli*** | | |
| *2.2. Names of co-instructors (if present)* | | | ***Prof. Dr. İbrahim Yıldız MD, Faculty Members of Department of Internal Medicine*** | | |
| *Integration of clinical skills, ethical decision-making, and reflection skills have emerged as cornerstones of clinical teaching in medical schools. This module aims to detect whether a multimodal learning environment approach consisting of lectures, a drill, post-drill video debriefing, and written reflection in an internal medicine rotation boot camp improves interns’ patient management skills, ethical decision-making, and reflection skills.*  *A multimodal learning environment will be created by the collaboration of internal medicine, ethics, and medical education specialists. Multiple educational techniques involving lectures, case discussions, and role-playing a crisis scenario will be applied. Pre-test and post-test, debriefing on performances on video records, will be used to assess various aspects of the student performances. Additionally, a meeting will be organized with the presence of the authors to create qualitative data obtained through the program evaluation meeting conducted on three themes: influence of teaching methods, students’ performances, and common achievements and mistakes of students.*  *During the practice at CASE simulated clinical setting, students will be given a critical, internal medicine case scenario to perform and resolve by working in groups. Members of the group will play the role of the doctor, nurse, patient and patient’s relatives at the given critical case scenario. Each group will be expected to manage case and the clinical environment, to reach differential diagnosis, to navigate the case by ethical reasoning on one hand and to obtain proper informed consent while figuring out the critical case. As for drill scenario, a variety of cases can be utilized as a spectrum of beginning or end of life issues, priority situations, allocation of resource and so on. After the practice, post-drill video debriefing, post-test and written reflection in an internal medicine rotation boot camp will be put in place.*  *This practice might support the idea that better patient management predicts more robust reflective practice. Students may appreciate being inspired by well-performing peers, particularly noting the empathic needs of patients, companions, and other health professionals. The multimodal learning environment created by multidisciplinary collaboration may contribute to the improvement of components of situational awareness of the interns: patient management skills, ethical decision-making, and reflective practice.* | | | | | |
| *4.1. Course Objectives / Learning Outcomes*   * *To develop ethical sensitivity and professional motivation during the internship period* * *To foster professional and ethical values in clinical and ethical decision-making in daily but simulated practice* * *To help students get ready for real time critical, medical cases during their professional life beforehand* * *To provide a learning and practicing environment for combining ethical and clinical decision-making in light of ethics principles and evidence-based medicine.* * *To make clinicians, medical students & ethicists work together in interdisciplinarity and plurality.* | | | | | |
| *5.1. Supported Ethics Course Basic Objective(s)*  (Please, mark the supported Preclinical 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 / Teamwork |  | Students will work in teams, become aware of medical teamwork and collaboration in patient management and preserve ethical attitude at patient-physician encounters at a drill scenario, develop learning from peers and skills | | **3** | Understanding and using the basic principles of evidence-based scientific approaches |  | Students will be provided with a background information about the internal medical case in order to carry out handling with the simulated case 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 their 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 drill scenarios implemented by themselves at CASE and debriefed by clinicians and ethicists at the plenary session. | | **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 case and ethical dilemmas within in patient management; carry this skill on real professional setting conflicts and develop an ethical insight to resolve them by considering not only evidence-based medicine criteria but also the ethical and social implications at large. | | | | | | |
| *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*** | | ***Sixth*** | ***x*** | ***x*** |   In rotating internship groups | |
| *7.1. Prerequisite of the course*  **To have completed the 5th 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 social and ethical dilemmas at a specific case scenario; in integrating patient management, reflective practice, and ethical decision-making in an internal medicine case.** | | | |
| *9.1. Assessment and evaluation plan* (This plan will be announced in the form of the course description.)  Class attendance, pre- and post-tests, playing the role in team, attending debriefing and reflection will be sufficient for assessment. | | | | | |
| **10.1. THE MID-TERM PLAN (2022-2023 Fall and Spring, in Person Class at the CASE Simulated Clinic Setting)** | | | | | |
| **Weeks** | **Activities** | | | | |
| **Specified by the internal medicine internship coordinator** | In rotating intern groups in Internal Medicine Clerkship during the Fall and Spring mid-terms, four times, four groups as an Internal Medicine & Ethics Module. | | | | |

**Suggested Reading:**

* Aronowitz R. and Greene JA. Contingent Knowledge and Looping Effects — A 66-Year-Old Man with PSA-Detected Prostate Cancer and Regrets, NEJM, 2019:381(12):1093-1096.
* Ong YT, Kow CS, Teo YH, et al. Nurturing professionalism in medical schools. A systematic scoping review of training curricula between 1990-2019. Med Teach. 2020;42:636–649.
* Sulmasy LS, Bledsoe TA; ACP Ethics, Professionalism and Human Rights Committee. American College of Physicians Ethics Manual: Seventh Edition. Ann Intern Med. 2019 Jan 15;170(2\_Suppl):S1-S32. doi: 10.7326/M18-2160. PMID: 30641552.
* Case History and Commentary by Sheryl Mitnick, MPH, RN, and Lois Snyder Sulmasy, When the Family Caregiver Is a Physician: Negotiating the Ethical Boundaries CME / ABIM MOC, Released 21.02.2020.
* Sheffield V, Fraley L, Warrier G. Addressing Biased Patient Behavior A Teachable Moment, JAMA Internal Medicine, 2021; 181 (21): 1631-1632.
* Yaylaci, S., Ulman, Y.I., Vatansever, K. *et al.* Integrating patient management, reflective practice, and ethical decision-making in an emergency medicine intern boot camp. *BMC Med Educ* 2021:21,536. <https://doi.org/10.1186/s12909-021-02970-8>