

Abstract Submission & Session Proposal

Curriculum Development

SESAM2013-ABS1243

When patients teach medical students : about a Curriculum in applied ethics "from medical student to responsible physician"

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Preferred presentation method: Oral presentation only

Abstract has approval under local rules & regulations: Yes

Abstract has not been published previously (or only presented at a national meeting): Yes

Introduction: Paris Descartes Medical School wanted to open to civil society by involving patients in an elective applied ethics Curriculum for 5th year medical students.

Objectives: This Curriculum was designed to train students to the less-reproachable doctor-patient relationship possible.

Material/Patients and Methods or Expected Audience: A committee of Professors, Doctors, Patients, Students and Civilians met bimonthly for 18 months to establish the program and educational objectives. Focusing on student practice, simulation using manikins and role-playing games was planned, followed by ethical and clinical debriefings and debates. Each session was filmed in order to compare students competencies at the beginning and at the end of the program. Students rated each session's quality by questionnaire on a scale from 1 to 6.

An Internet forum dedicated to this program was also created where students could discuss every simulation and analyze their own practice. These discussions were used for a content analysis.

Students were evaluated on their participation in debates and in the forum as well as on an ethical reflexion on a problematic situation they experienced.

Results / Requirements/Specific needs: From 3 different medical schools in Paris, 12, 17 and 18 students were enrolled respectively in 2011, 2012 and 2013. The curriculum contains 5 sessions of 2 teaching modules:

1-2: Who is the physician? Students must list a physician's competencies.

3-4: Who is the Patient? Students use high-reality manikins and scenarios to test their behavior and approach to the doctor-patient relationship.

5-6: Talking and Listening in Medicine: Students role play clinical situations.

7-8: Physicians and Patients in the Health Care System: Students have to explain a fictional research protocol to a simulated patient.

9-10: Synthesis: Etiquette and Emotion Based Medicine : Students debate about taboos in Medicine: Power, Sex, Money, Death.

Every debriefing following simulations involve patients and physicians. A sociologist, a semiologist-linguist, therapeutics and philosophy PhDs, nurses and psychologists also participate in some modules.

On the forum, students mention simulation as realistic, though they deplore manikins make the doctor-patient relationship tougher to establish. They find it factitious compared to their clerkship and it raises for them the problem of human being reification. However, they find it useful to develop technical skills. They appreciate being placed in a situation of responsibility and being able to analyze their own attitudes, actions and words.

In 16 questionnaires filled in 2012, the overall rating of the curriculum has a medium rank of 5,5/6 and a median rank of 6/6.

Conclusion / Description of the session: This elective Curriculum is the only one in France to mix involvement of patients and simulation in applied ethics. It is very well received by students, and therefore may allow its extension to a greater number of students.

Disclosure of Interest: None Declared