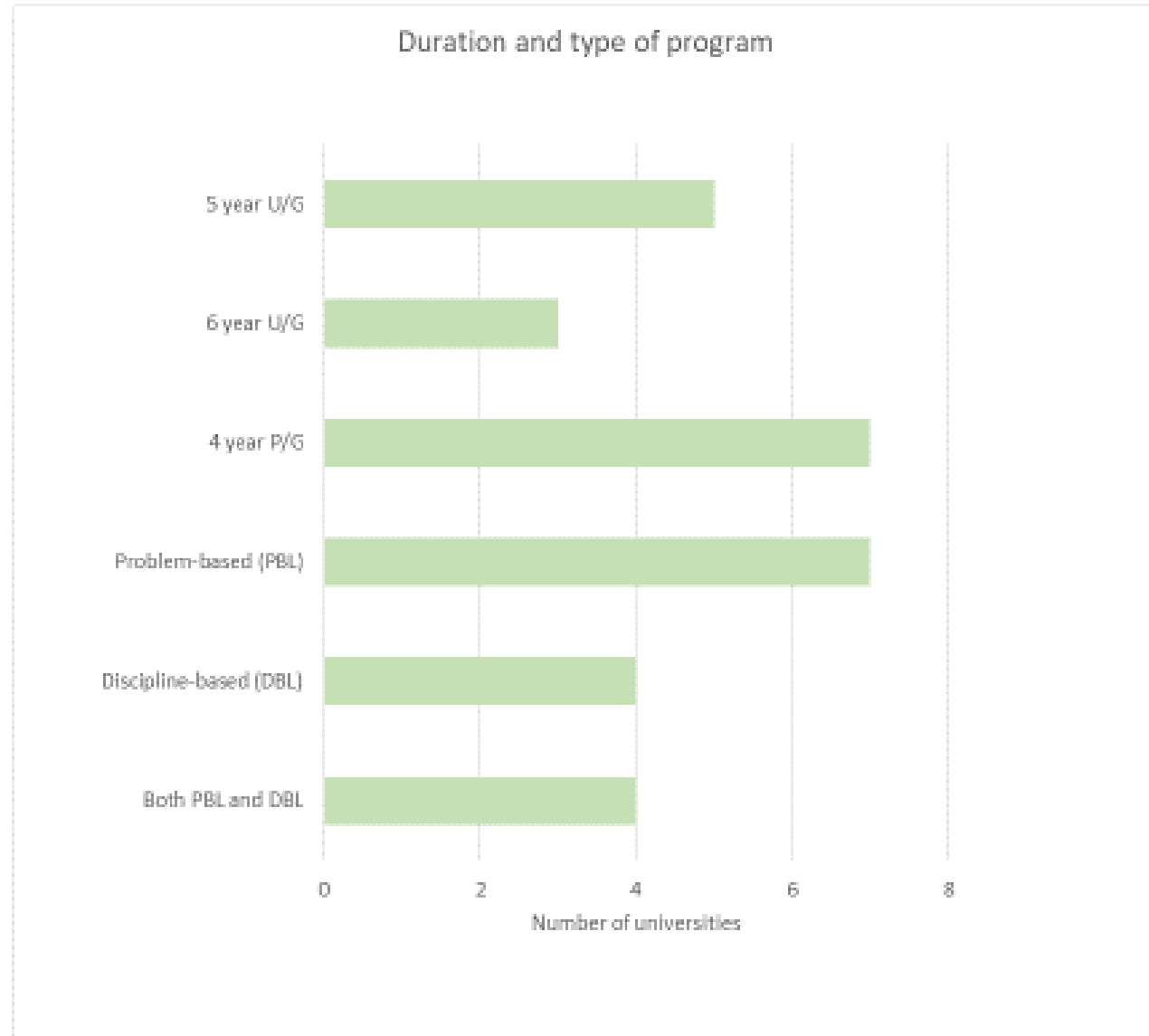


Same same, but different - teaching Medical ethics

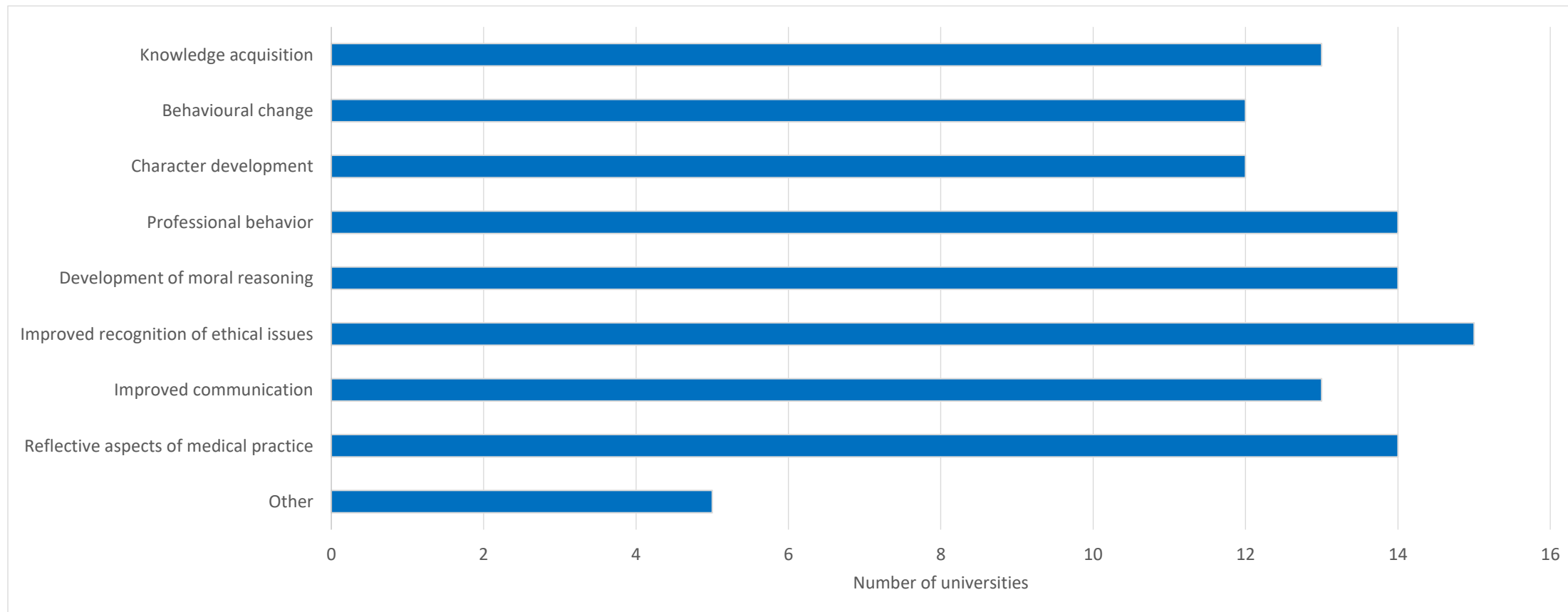
Professor Adrienne Torda
Vice Dean and Head of School of Clinical Medicine
UNSW Sydney, NSW, Australia

A review of Medical Ethics Education in Australia and New Zealand - 23 universities

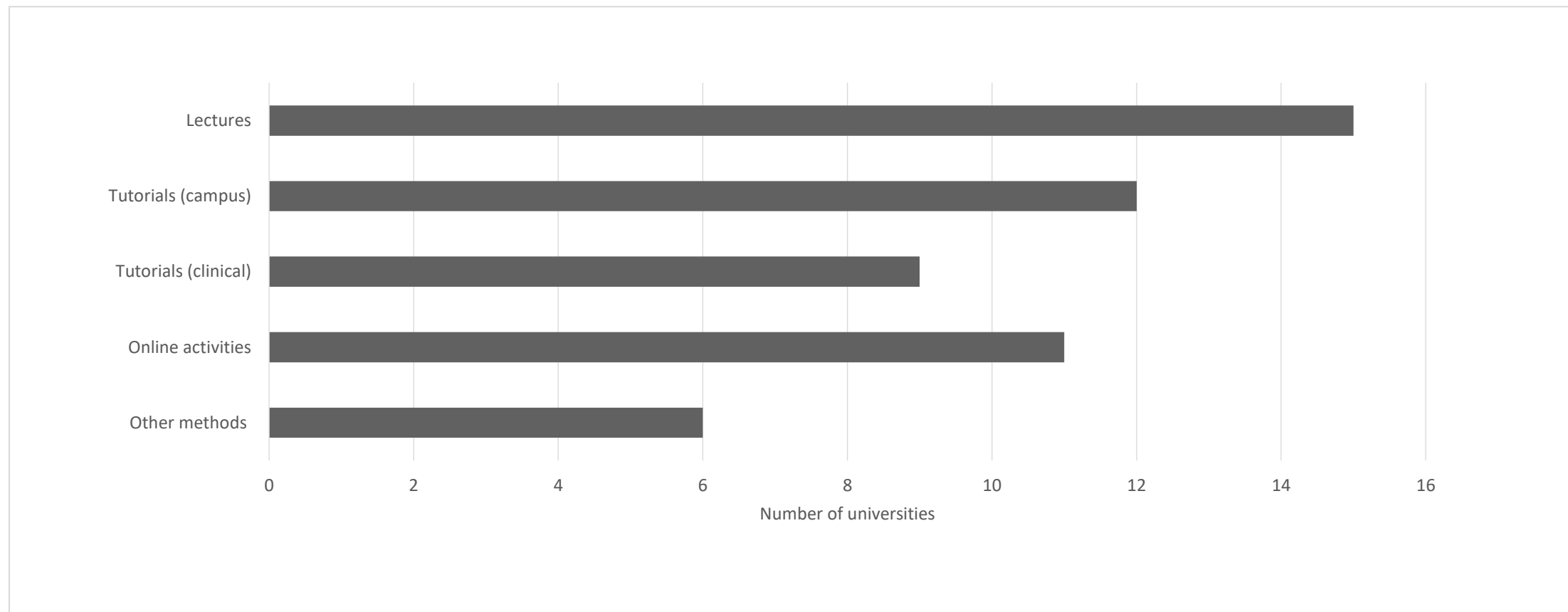
Types of medical programs



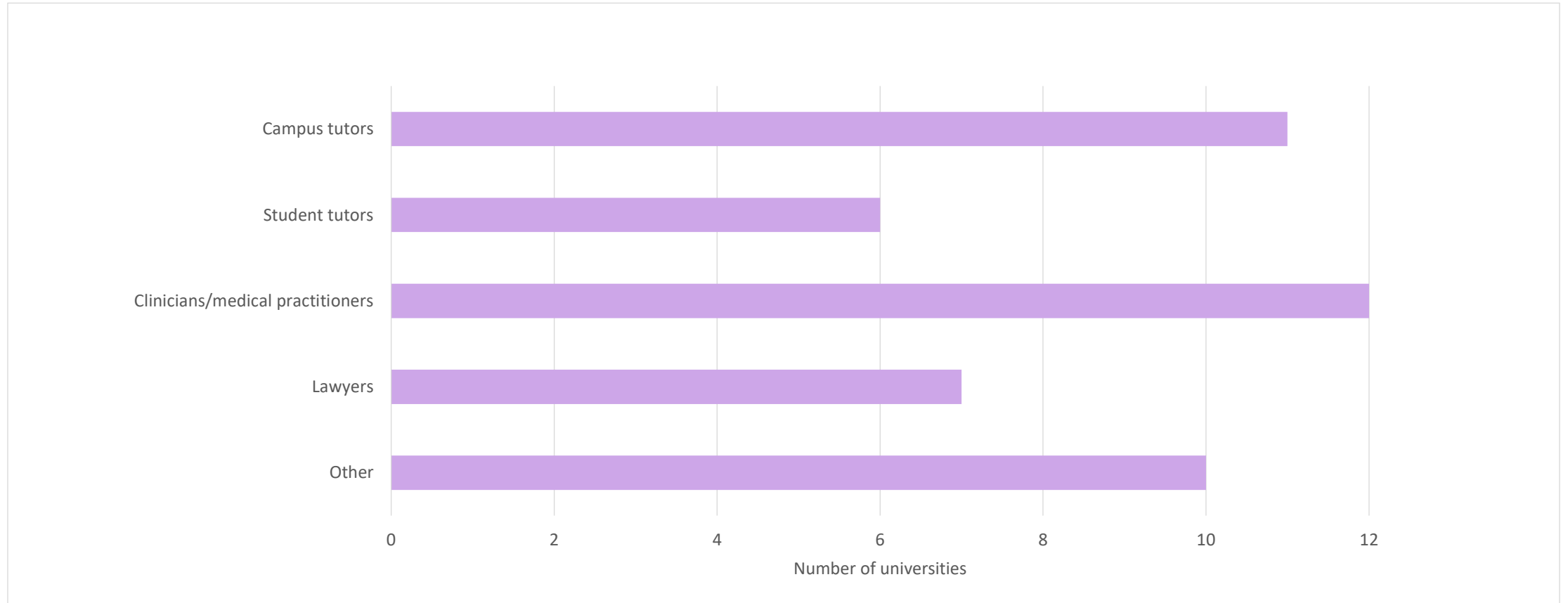
Goals of ME curriculum



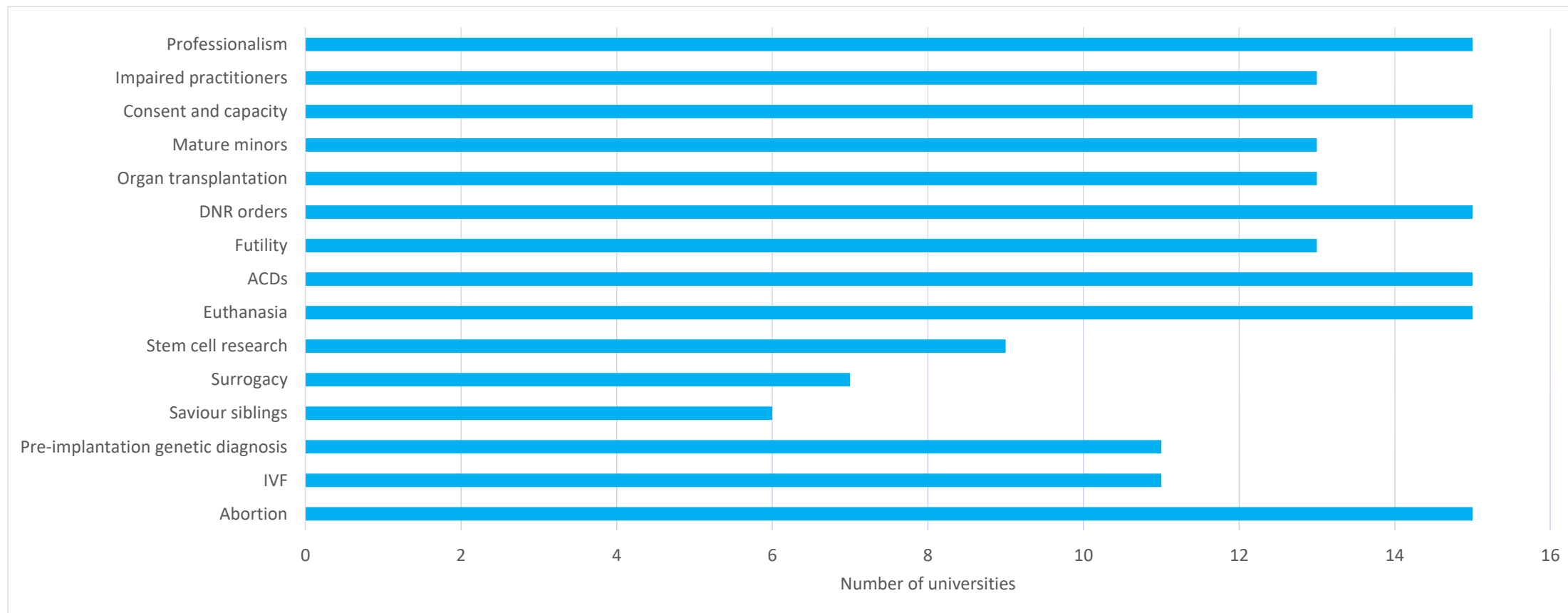
Types of teaching activity



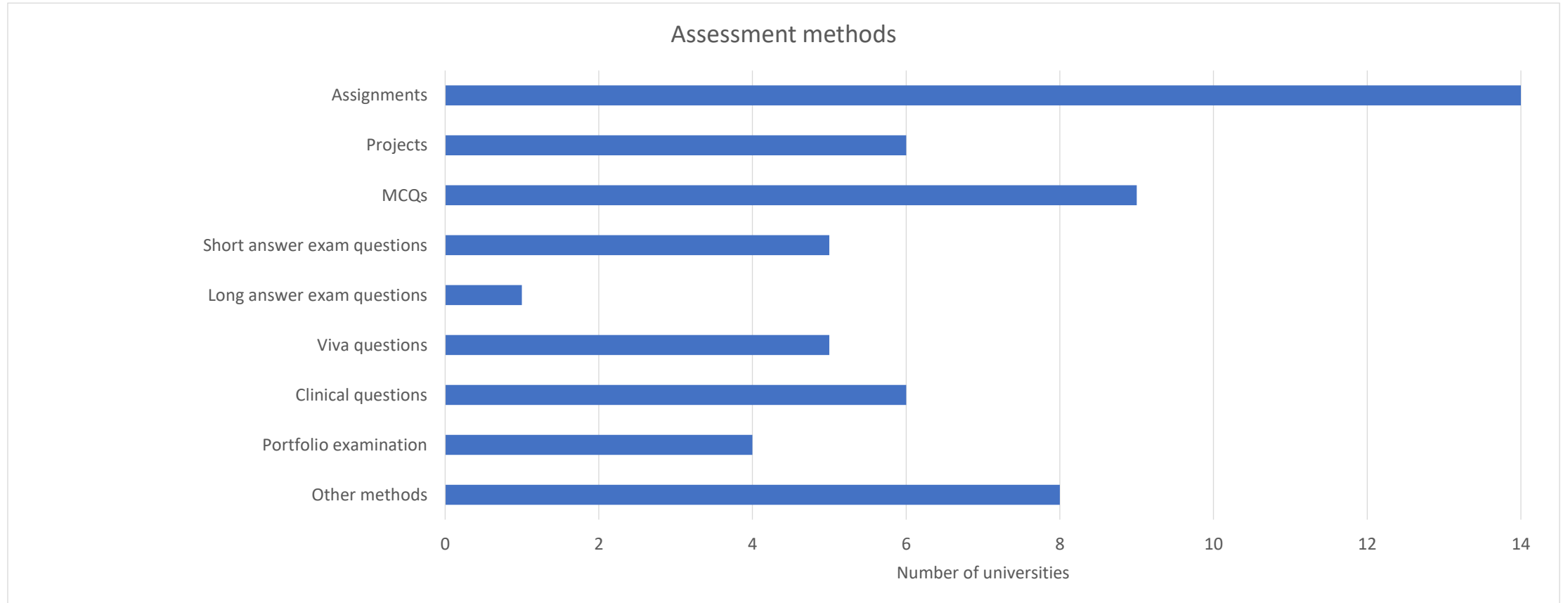
Who does the teaching?



Content areas taught in ME



Assessment methods



Main points:



ME is an essential component of medical courses in Australia. Although there was some commonality in learning outcomes, and integration with other content, there are a wide variety of approaches in ME curricula design, delivery, and assessment.



Many ME curricula are also now including responsibility for the development and assessment of the competency of 'Professionalism'.



The wide variability of design, format, delivery and assessment in ME curricula suggests a need for evidence about best practice in this area of medical education.



Although there is general consensus about goals, ANZ medical programs would benefit from both collaborative evaluation of the different ME curricula, and the development of a common taxonomy or reference set of ANZ competencies as a framework for curricular design.

Assessment drives learning.....

- How best to assess???
- Longitudinal
- Incorporated with professional development and clinical competency
- Reflective assessment
- Portfolio is most meaningful – but difficult to standardise, mark and also labour intensive

Challenges

- Who to teach
- When to teach
- How to make this a sustainable part of a program?
- Particularly in the clinical environment

GOAL

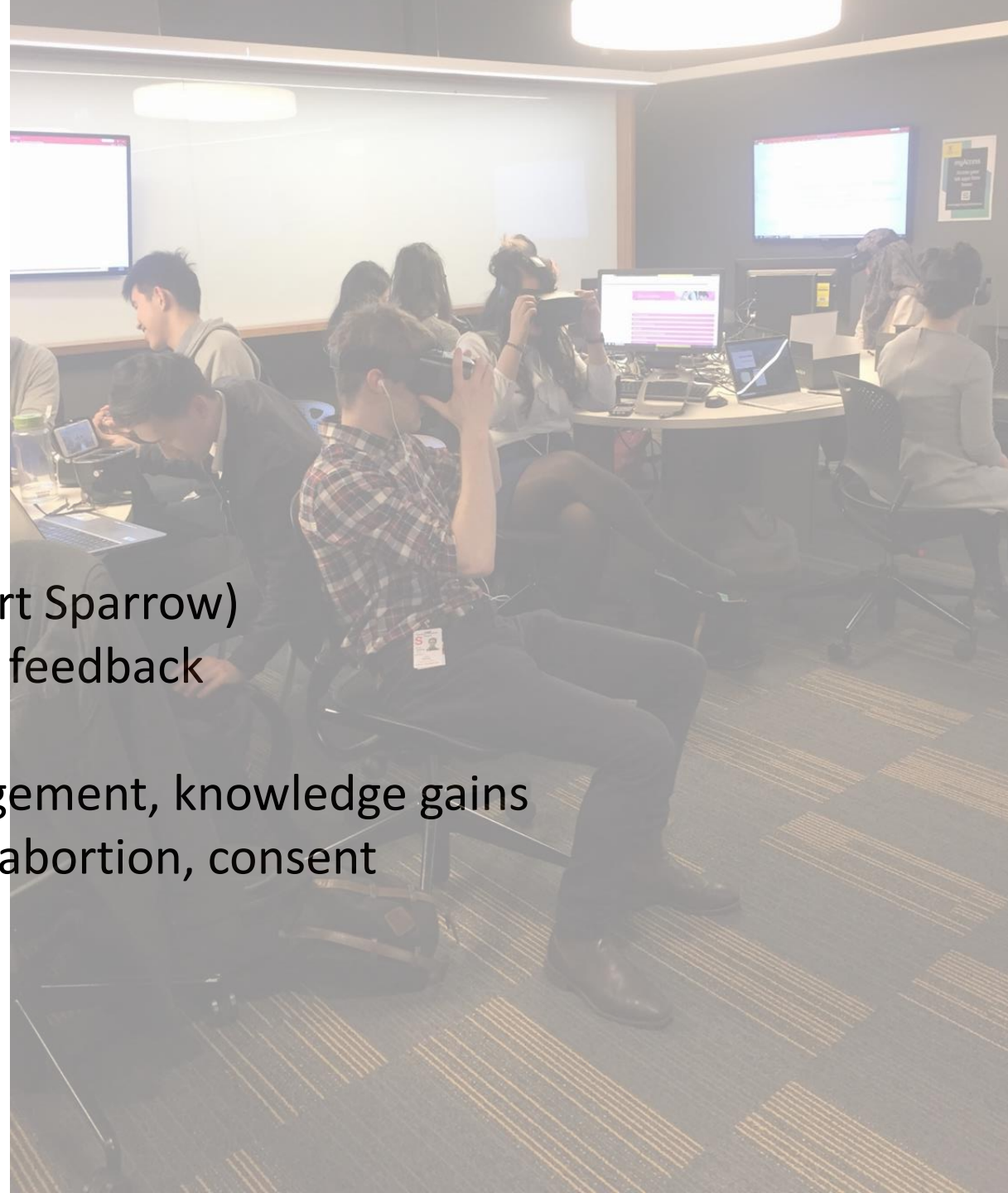
Classic Modules

Goal: to develop and deliver a distinctive higher educational experience through outstanding design, experimentation and continuous improvement



Classie modules

- Clinically adaptive student studies in Ethics
 - Clinical trigger scenarios
 - Filmed using 360 camera
 - Immersive experience
- Followed by an adaptive learning tutorial (Smart Sparrow)
 - Detailed content, interactive activities with feedback
- Entry and exit quizzes – user experience, engagement, knowledge gains
- Common and important topics e.g. end of life, abortion, consent
- ANCHORED in clinical learning
- 10 modules created in 2018, 4 more in 2019



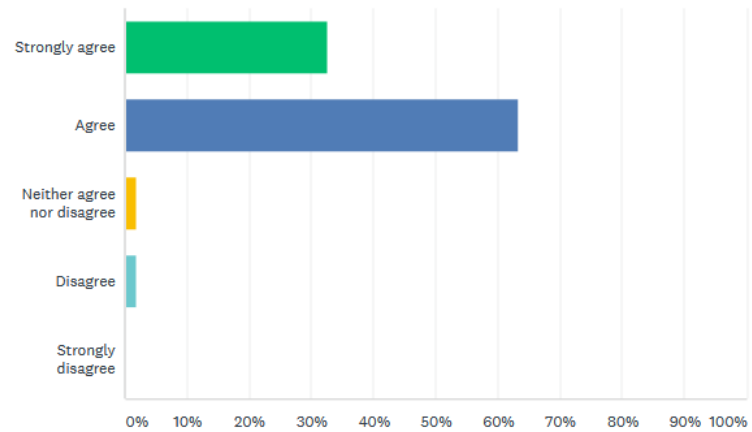
Classie modules - EVALUATION

- Pilot study
 - Detailed questionnaire (engagement, self-perceived knowledge changes, user experience)
 - Likert scale responses and open-ended responses
 - Small free flow oral focus groups
- Analytics from quiz - before and after assessment of knowledge
- Student reflections

Engagement

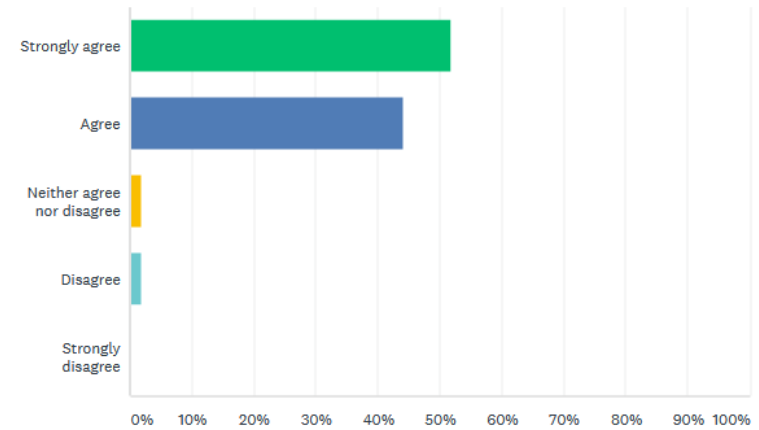
The learning modules were engaging

Answered: 52 Skipped: 0



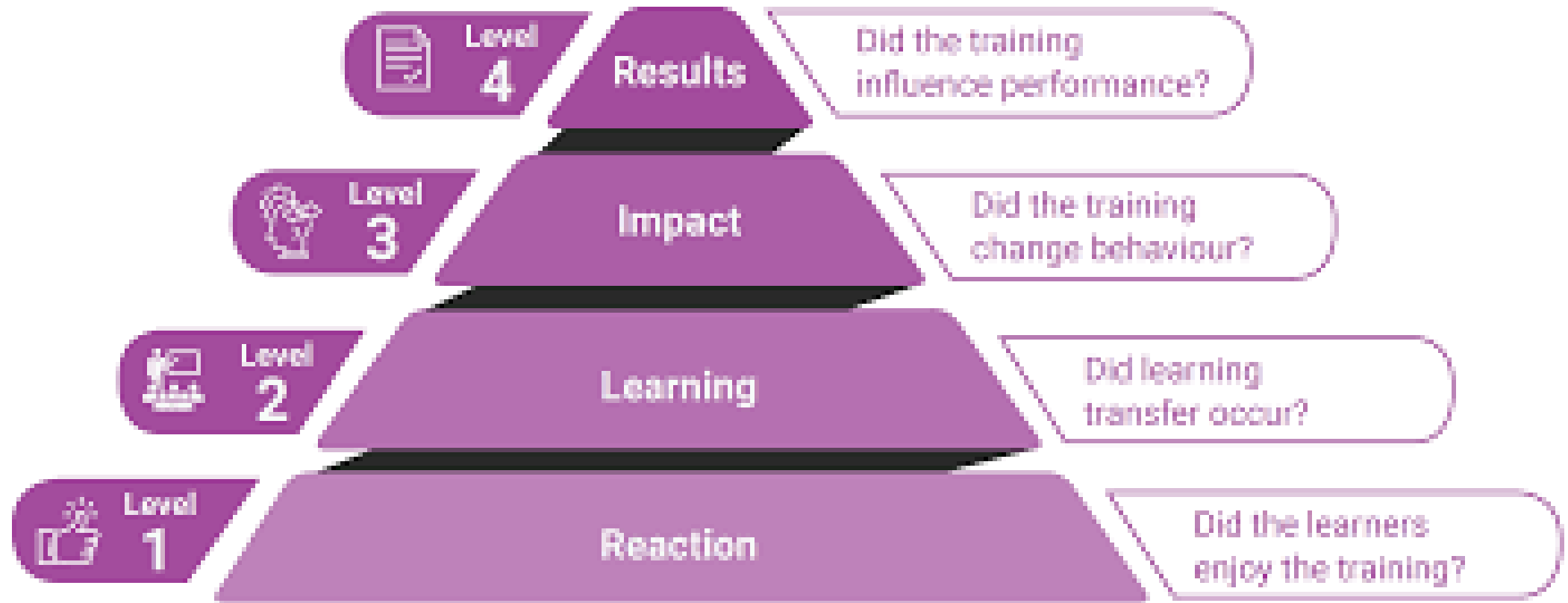
The learning modules were interesting

Answered: 52 Skipped: 0



questions use scenarios presented relevant know quiz
situations information case interactive
real life good learned interesting VR modules great
clinical links

Kirkpatrick's Four-level evaluation model



Reflections – examples

- I had been in the exact scenario as Psychiatry 1 - Schizophrenia. In that session, we did not address the ethical issues with the patient, and the doctors did not explain them either. This scenario helped me understand how to deal with such a situation in real life
- While I thought that I had understood the guardianship and idea of 'person responsible', in reality that can be quite a nuanced concept, and this module was a fantastic learning experience for situations in which the answers aren't black or white
- It made me reflect that each ethical decision is case based- but requires a strong understanding of the fundamental ethical and legal obligations to underpin that decision



THANK YOU



QUESTIONS