IMPORTANCE AND INTEGRATION OF PROFESSIONALISM, ETHICS, RESEARCH AND LAW IN UNDERGRADUATE CURRICULUM

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PROFESSIONALISM

As defined in Mariam Webster dictionary “the conduct, aims, or qualities that characterize or mark a profession or a professional person”

“the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well”
WORLD CLOUD ASSOCIATED WITH PROFESSIONALISM
How many of us remember the Hippocratic Oath?

How many of us know that it has been modified and most of the medical schools across the world know take Declaration of Geneva at the Oath Ceremony?
ETHICS

Ethics are the rules and guidelines about our conduct.
Professionalism is how we follow them.
WHAT IS MEDICAL ETHICS

Ethics is the study of morality — careful and systematic reflection on and analysis of moral decisions and behaviour, whether past, present or future.
Medical Ethics is also closely related to law

In most countries there are laws that specify how physicians are required to deal with ethical issues in patient care and research.

In addition, the medical licensing and regulatory officials in each country can and do punish physicians for ethical violations.

Usually the requirements of medical ethics and law are similar. But ethics should not be confused with law.

One difference between the two is that laws differ significantly from one country to another while ethics is applicable across national boundaries.
Growing Significance of Professionalism and Ethics in the Last Decade: Why?
Historically, the concept of professionalism has been acknowledged in clergy, law and medicine (Southwick 2000).

In recent years, a global interest has been mounting in discussing professionalism in health practice and education across the continuum of undergraduate, postgraduate and continuing professional development.
More than 80% of PubMed literature on “professionalism” was published during the past two decades.

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<tr>
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Results up to 16 Nov. 2013
WHY HAS THIS INTEREST IN PROFESSIONALISM AND ETHICS INCREASED?
Talbott (2006) referred to the high profile failures in the practice of modern medicine which were evidenced by lawsuits, malpractice and patients’ complaints.
The current “better-informed community” is now aware about their right for healthcare services based on accountability and transparency (Cruess, 2000)
Demands of increasingly vocal patients, call upon physicians for stricter adherence to the "standards of professionalism" (Fishbein, 2000).
Doctor-patient relationship has never been sophisticated as it is today.

Many stakeholders are involved.
Two groups of powerful players almost monopolize the business of contemporary medicine.
Pharmaceutical Co. who are interested in generating profits out of selling their products sometimes at the expense of altruism. (Brennan 2006).
All of the above justified the growing significance of literature on professionalism in the past 2 decades. and ...
HOW HAS THE ACCREDITING BODIES IN HEALTH RESPONDED TO IT?
Consequently, professionalism has emerged as an explicit **integral core competency** in many countries across the continuum of medical, dental and nursing education.
Project Professionalism

American Board of Internal Medicine
Professionalism charter was published in 2002
It has been adopted by many major professional physician organizations.
The professionalism charter defines three fundamental principles of professionalism:

- The primacy of patient welfare
- Patient autonomy.
- Social justice.
HOW ARE DIFFERENT MEDICAL SCHOOLS TEACHING PROFESSIONALISM, RESEARCH AND LAW?
MEDICAL EDUCATION

The Role of Gross Anatomy in Promoting Professionalism: A Neglected Opportunity!

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Professionalism is one of the six areas of competency defined by the Accreditation Council for Graduate Medical Education (ACGME). Unprofessional behavior is the single most common cause for disciplinary action against medical students in their clinical rotations, residents, and clinical practitioners. The Association of American Medical Colleges (AAMC) and the National Board of Medical Examiners (NBME) will like to see professionalism taught and evaluated across medical school. Gross Anatomy, with cadaver laboratory dissection, is in a unique position to preside over a rich number of activities where behaviors of professionalism can be taught, practiced, and rewarded. Such activities will be comparable to the behaviors of professionalism taught in clinical rotations. This article highlights the essential involvement and tools that can be used to teach, evaluate, and promote behaviors of professionalism accessible in the laboratory with cadaver dissection. Clin. Anat. 19:461–467, 2006. ©2006 Wiley-Liss, Inc.

Key words: professionalism; gross anatomy; dissection; behaviors; medical education
Professionalism and the basic sciences: an untapped resource

Cheryl Macpherson¹ & Nuala Kenny²

CONTEXT Medical, technological and societal developments influence doctors’ professional responsibilities and present challenges to educating medical students about professionalism. Medical education about professionalism generally focuses on behaviours and competencies which are taught primarily by clinicians in clinical courses and settings.

DISCUSSION Many professional competencies in medicine parallel those in science. We consider here whether medical professionalism can also be taught through the basic science courses which often initiate medical education, and which are typically taught by scientists.

INTRODUCTION

No topic in medical education has generated more discussion in recent years than that of ‘professionalism’. This should come as no surprise in light of the dramatic technical and scientific advances in medicine, the changing roles of doctors in increasingly complex health care systems, and empirical observations about North American medicine, which include comments on deficiencies in clinical judgement, failure to fulfil patient expectations, and challenges to values traditionally associated with medicine.¹ Any of these factors alone is sufficient to create confusion about doctors’ professional responsibilities to patients, medicine and society. The convergence of these factors
Teaching Professionalism, Ethics, Research and Law in first three of undergraduate medical education in Wolfson Medical school--2003

Early clinical exposure of medical students at Oxford University medical schools. 1993
CURRICULUM
OF
M.B.B.S

However the word ethics has been mentioned 13 times and ethical 4 times
ARE WE ADDRESSING THESE ISSUES IN OUR CURRICULUM?

- Is it ethically permissible to accept gifts from pharmaceutical representatives?

- A medical error has occurred in the course of caring for a patient. Should the treating physician disclose this information to the patient?

- Should medical trainees perform procedures such as endotracheal intubation on the newly deceased patient?

- A resident has concerns that an attending physician’s order is reflective of poor clinical judgment. How should this situation be handled?
ARE WE ADDRESSING THESE ISSUES IN OUR CURRICULUM?

- You are working in a country where Euthanasia is allowed by Law. Patient requests you to give the lethal injection. What will you do?
- You patient is diagnosed with Hepatitis C but he does not want to disclose this information to his wife.
ARE WE PRODUCING RESEARCHERS?

- How well are our students well versed with Research?
- How many of our undergraduate students are able to complete a research project before graduating?
HOW TO PRODUCE A DOCTOR WHO IS A PROFESSIONAL, WELL VERSED WITH ETHICS AND MEDICAL LAW AND IS A RESEARCHER?

THIS NEEDS TO BE INCORPORATED INTO CURRICULUM.
HOW HAVE WE INTEGRATED PROFESSIONALISM, ETHICS, RESEARCH AND LAW at our Medical College?
EARLY INTRODUCTION OF FOLLOWING MODULES

“WHITE COAT CEREMONY”

PERL module (Professionalism, ethics, research and law)

DCH (Doctor, Community and Hospital)

MENTORING
ISLAMIC INTERNATIONAL MEDICAL COLLEGE

MBBS CURRICULUM

YEAR 5
- GENERAL SURGERY AND ALLIED
- GENERAL MEDICINE AND ALLIED
- OBSTETRICS/GYNAECOLOGY
- PAEDETRICS

YEAR 4
- RESPIRATION
- GIT
- GENITOURINARY
- REPRODUCTION
- NEONATE, GROWTH AND DEVELOPMENT
- EYE
- ENT
- SKIN
- ORTHOPEDICS
- FORENSIC
- MEDICINE
- COMMUNITY MEDICINE

YEAR 3
- EYE
- ENT
- DERMATOLOGY AND BREAST
- MUSCULOSKELETAL
- CNS AND PSYCHIATRY
- ANESTHESIA AND PAIN
- HEMATOLOGY

YEAR 2
- RESPIRATORY
- GIT
- GENITOURINARY AND BREAST
- ENDOCRIINOLOGY
- GENETICS
- MICROBES AND ANTIMICROBIAL
- THERAPY
- NEOPLASIA AND CANCER
- CHEMOTHERAPY

YEAR 1
- FOUNDATION MODULE
- MUSCULOSKELETAL
- CNS AND ANS
- SPECIAL SESENES AND HEAD
- BLOOD, IMMUNOLOGY AND HOST DEFENCES

VERTICAL INTEGRATION THROUGH DCH, PERL AND SYSTEM BASED MODULES ACROSS ALL 5 YEARS

HORIZONTAL INTEGRATION OF ALL BASIC AND CLINICAL SCIENCES THROUGH THE SAME YEAR
DEEP CURRICULAR DIVING AND FINDING THE ‘PERL’
The rationale behind the introduction of this unique module is to teach and inculcate in the students principles of professionalism, medical ethics, Islamic ethical values especially regarding communication with patients and society, research methodology and laws governing the practice of medicine.
PROFESSIONALISM AND ETHICS

Understand the ethical principles of medical practice. that is to say autonomy beneficence, justice

Understand the protection of patients rights

Understand cultural and religious sensitivities

Promote the education of public

Declare in transparent manner any potential conflict of interest
RESEARCH

Discuss the basic principles of Epidemiology Biostatistics, Demography and their application.

Evaluate and apply the epidemiological data in managing the health care for both individuals and community

Formulate the simple research questions and design appropriate research to address these questions

Discuss the population dynamics and its implications
LAW

Understand different laws under Pakistan constitution

Evaluate abuse of professional knowledge skill and privileges

Understand various disciplinary actions after breach of law

Observe and use logical thinking to set inquiries on the possible track in medico legal problems

Understand the medico legal postmortem examination
Understand the medico legal postmortem examination

Interpret autopsy finding and results of other relevant investigation

Understand relevant legal / court procedure applicable to the medico legal/ medical practice.

Understand the salient feature of important ordinance related to medical Profession.
DOCTOR, COMMUNITY AND HOSPITAL

CONTEXT

The rationale of this module is to expose a beginner to the hospital environment in various disciplines at the start of their medical career. This early hospital exposure will help the student to overcome his/her own feeling of hesitance from patients and hospital environment. This adaptation will contribute to develop a strong desire in the students to solve the problems of the patients and to learn medicine.
KNOWLEDGE

- Student will be able to know the structure of basic and tertiary health care system.
- Student will be able to know the common complaints with which the patients come in various disciplines of hospital.
- Students will be able to understand the basic components of history and examination that form the basis of diagnosing a clinical problem.
SKILL

- Students will be able to take history in a proper sequence for different clinical problems in various specialties.
- Students will be able to demonstrate steps of clinical examination.
ATTITUDE

- Students will be able to demonstrate communication skills while taking history from the patients.
- Students will be able to demonstrate bed side manners while examining patients.
# Evaluation of the Perl Module after 02 Years

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<th>Observations</th>
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<td><strong>Benefits to the students</strong></td>
<td>Structured approach to learn professionalism, research and law</td>
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<td>Early exposure to the principles of Perl</td>
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<td>Early inculcation of Perl in medical students</td>
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<td>Understanding application of Perl</td>
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<td><strong>Implementation of the course</strong></td>
<td>Needs more faculty development</td>
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<td>Should be more practically driven</td>
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<tr>
<td><strong>Assessment of the course</strong></td>
<td>More emphasis on formative assessment should be given</td>
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<td>Faculty should be trained in multisource feedback</td>
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<td><strong>Effectiveness of the course</strong></td>
<td>Better approach than traditional system</td>
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<td><strong>Improvements that can be made</strong></td>
<td>Faculty development, better assessment tools, more practically oriented teaching</td>
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FOOD FOR THOUGHT?

IS PROFESSIONALISM, ETHICS, RESEARCH AND LAW PROPERLY ADDRESSED IN OUR CURRICULUM?

ARE WE TEACHING OUR STUDENTS PRACTICAL LAWS REQUIRED FOR A DOCTOR?

ARE WE PRODUCING DOCTORS WHO ARE RESEARCHERS?

DO WE FAIL STUDENTS WHO ARE NOT PROFESSIONALS?
THANK YOU!

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