

PRACTICE

Building a Practical Curriculum in Clinical Ethics and Responsible Research for Undergraduate Medical Students in Guatemala

María Lorena Aguilera, MD, MSCE, Francisco Marroquin University

Sergio Martinez, MD, Francisco Marroquin University

Francis Barchi, PhD, Rutgers University

Universidad Francisco Marroquín (UFM)

Private, secular university in Guatemala

30 yr-old School of Medicine

320 medical students

6-year program

Residency programs

40% complete residency in USA



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UFM
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**FACULTAD
de MEDICINA**

Ethics Education at UFM - SOM

- Ethics has always been part of medical curriculum.
- Up to 5 years ago: single course in one year
- 2015: change to a new curriculum with an emphasis in ethics
- By 2020: courses in ethics to be taught in every year in the undergraduate program

The Challenge

- Historically ethics courses have been grounded on the teaching of catholic church
- Course format largely didactic
- Little emphasis on how those values are to be applied in the clinical setting

How we did it

- 2014-2019 NIH Fogarty-supported training program in international ethic education and curriculum design
- Collaboration with US faculty from University of Pennsylvania, Rutgers University, and Johns Hopkins University
- Program goal: build capacity in research ethics education in Guatemala academic institutions.
- Our objective: create an ethics curriculum to help medical students use critical reasoning skills in addressing ethical issues they may encounter in their professional careers.

Our strategy

- Use existing ethics curriculum as a foundation to which educational activities to teach practical skills in ethical reasoning and problem-solving could be added
- Utilize an existing UFM system of non-traditional electives courses (LOGOS)
 - Two types of LOGOS
 - Pre-clinical 50 LOGOS
 - Clinical 50 LOGOS
- Pedagogical strategy: used active learning techniques
- Develop critical reasoning skills to help students identify ethical issues they will encounter in clinical setting

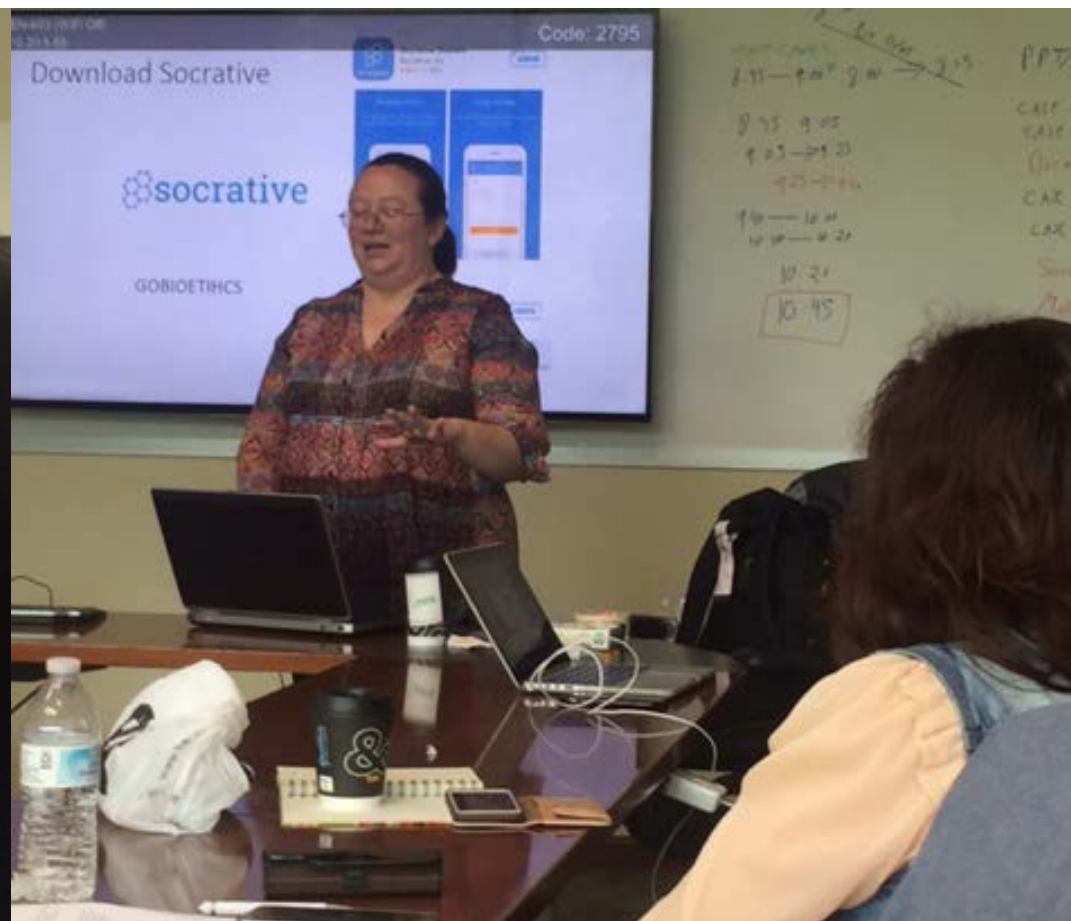
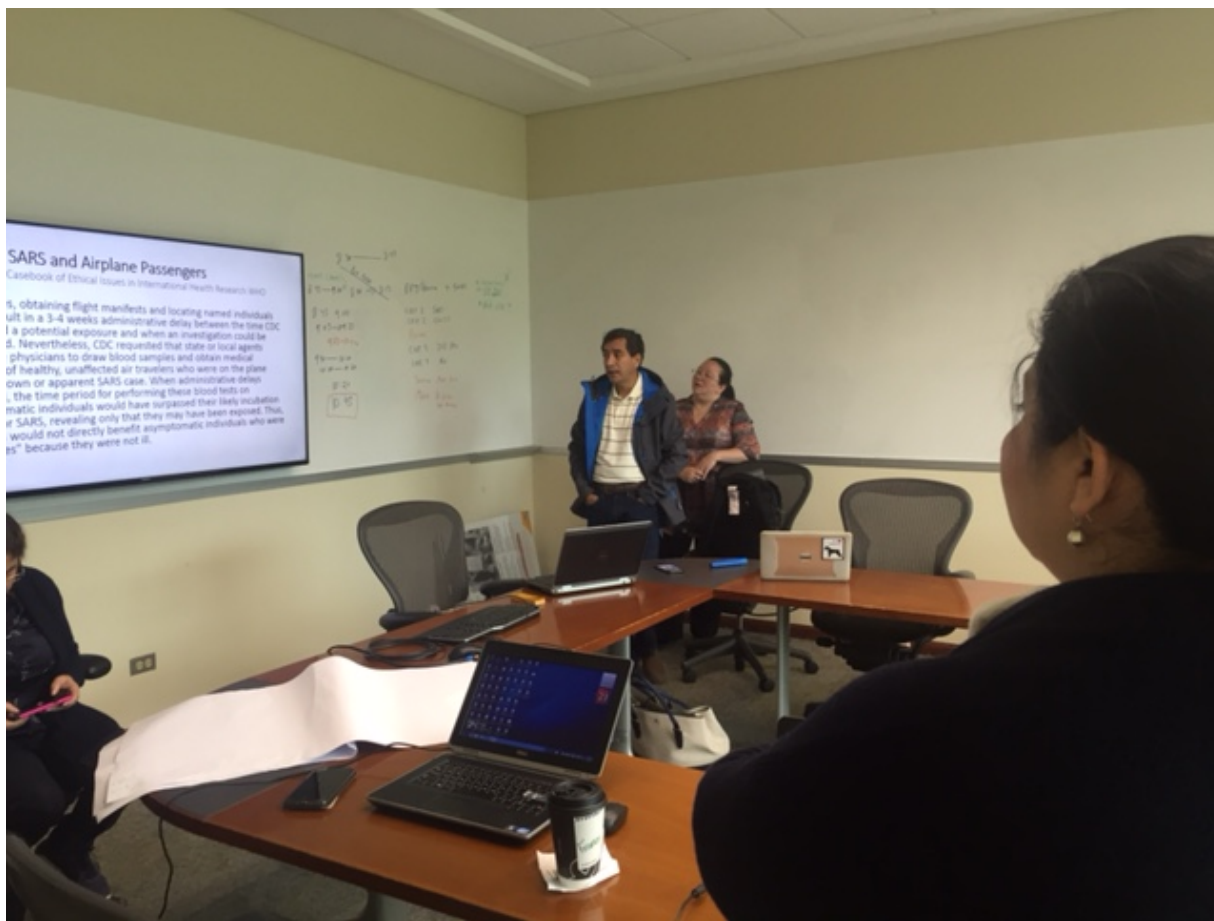
How we did it

- Two preliminary workshops
- Stimulate students interest in future ethics courses
- Illustrate the level of student demand
- Provided an evidence base to guide the development of a formal curriculum.

Curriculum Content

- Currently the ethics course includes six two-hours modules
- Each is a standalone unit with
 - Learning goals
 - Learning objectives
 - Assigned readings
 - A discussion case
 - Assessment

Curriculum Content: Teachable Unit



Shared Classroom UFM/Rutgers



Student Perspectives

Pre-Clinical

- Students have yet to experience or observe an ethical problem during training or working.
- All think learning about medical ethics is
 - important (58%)
 - very important (42%)

Clinical

- Students have encountered things that make them uncomfortable.
- Students finding talking about issues help them have the tools to resolve it.

Where Are We Now & Future Directions

- 80 students enrolled
- Course has been offered twice
- Meeting our learning objectives
- Because of student demand: additional units would be designed
- Two additional sessions are scheduled for academic year
- Shared classroom in the fall
- Will use the same pedagogical approach to design an ethical curriculum for surgical residents in Guatemala

Conclusion

UFM ethics LOGOS courses offer a model for transforming medical ethics education in undergraduate medical programs throughout Guatemala and the region