

PART B. REQUIRED COURSE FORM

Course title:	Physician and Society Year I
Sponsoring department or unit:	Interdepartmental
Name of course director:	Leon Gordis, PhD, Jean Ogborn, MD

List all organizational units (e.g., physiology department, nursing school, library), including the lead department, with ongoing involvement in the course, and the number of instructional staff from each such unit:

Organizational Unit	Number of Teaching Staff Involved
School of Medicine, Department of Pediatrics	5
School of Public Health	2
School of Medicine, History of Medicine	5
School of Medicine, Dept Anesthesiology	3
School of Medicine, Dept. Gynecology/Obstetrics	4
School of Medicine, Department of Medicine	6
School of Medicine, Dept. Neurosurgery	1
School of Medicine, Department of Oncology	1
School of Medicine, Department of Psychiatry	3
School of Medicine, Div. Health Sciences and Informatics	1
Johns Hopkins Hospital	3
Kennedy Krieger Institute	1
Guest: Baltimore City Health Commissioner	1

Course Objectives

Are there written objectives for the course? (check)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Briefly summarize the objectives/content areas covered in the course.

1. Strengthen Physician and patient relationship.
2. Enhance the effectiveness of the physician-patient communication.
3. Gain an understanding of the social and economic aspects of health care.
4. Introduce non-technical and non professional reading including fiction and drama.
5. Gain knowledge of the history of medicine.
6. Teach concepts of biomedical ethics applying concepts to clinical dilemmas.

Preparation for Teaching

If graduate students, postdoctoral fellows in the biomedical sciences, or residents teach in the course (as lecturers, small group facilitators, laboratory instructors), describe how they are informed about the course objectives and prepared for their teaching role.

If the entire course is taught at more than one site (e.g., at geographically separate campuses), describe how faculty members at all sites are oriented to the objectives and grading system.

Not applicable.

Student Evaluation

If NBME subject (shelf) examinations are used, give the mean scores for the last three classes:

Not applicable.

Year:			
Score:			

Check all the formats that are used in examinations or other evaluations that students must take in order to pass the course:

<input type="checkbox"/>	Multiple-choice, true/false, matching questions	<input type="checkbox"/>	Laboratory practical items
<input type="checkbox"/>	Fill-in, short answer questions	<input type="checkbox"/>	Problem-solving exercises
<input checked="" type="checkbox"/>	Essay questions or papers	<input checked="" type="checkbox"/>	Presentations
<input type="checkbox"/>	Oral exams	<input checked="" type="checkbox"/>	Other (describe): Small group participation

Briefly describe any formative assessment activities (practice exams, quizzes, etc.)

- 2-3 On-line quizzes/ written assignments
- Small groups of students plan, organize and present a “Hot Topic” session to peers

Is there a narrative evaluation submitted in addition to the course grade? (check)

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Course Outcomes/Evaluation

Note: PAS is a 4 year course: This section was completed from the perspective of the 4 year curriculum.

Comment on the adequacy of faculty and other resources to teach the course (e.g., educational space, computer hardware and software, support personnel).

We have adequate faculty and resources to run the course.

Provide a summary of student feedback on the course (and any other available evaluation data) for the past two years. If the course is new or significantly revised, provide evaluation data for the new version of the course only. If problems have been identified by student evaluations or other data, describe how they are being addressed.

Identify major successes in the course and problems to be overcome.

Lectures: The need to replace historically poor lecturers with more engaging speakers that elicit active involvement and participation by the audience.

More data-based presentation which will increase the credibility of the speaker using concise handouts.

Focus and balance in lecture topics

Small Groups: Small groups should address one or two questions related to the large group topic with student—led sessions and faculty acting as facilitators.

Readings: One reading per class as opposed to multiple articles of assigned reading.

Evaluation/Grading: Presentations as opposed to papers to evaluate student performance.

- Incorporate writing assignments into those PAS sessions concerned with issues of physician-to-physician communication. Create a selective which emphasizes medical and non-medical writing skills.

-Exams should be given as with other classes. Stricter grading will provide PAS with more credibility.

-Attendance should not be part of the evaluation of PAS. Rather improving the quality of lectures and increasing the rigor of evaluation should entice students to attend sessions.

Content: Students have suggested topics to cover certain areas. The Minorities in Health Care has recently included a number of minority groups instead of just one. We have introduced Domestic Violence and Substance Abuse and Preventing Suicide in our Prevention session.

- Restructure the Ethics sessions

We are addressing redundancy throughout the four years to focus on more of a continuum from year one through the clinical years. Currently, in the second year, we are working to interface PAS topics with clinical courses (pathophys. and delivering bad news in the context of a terminal illness). We are constantly re-evaluating course content to reflect the current medical climate. We have dropped the homosexuality segment.

Five Selective courses have been added to the end of the first year course.