

**PART B. REQUIRED COURSE FORM**

<b>Course title:</b>	PHYSICIAN & SOCIETY, YEAR 2
<b>Sponsoring department or unit:</b>	Interdisciplinary
<b>Name of course director:</b>	Leon Gordis, Ph.D.

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:

<b>Organizational Unit</b>	<b>Number of Teaching Staff Involved</b>
History of Medicine	3
Bloomberg School of Public Health	2
Division of Health Sciences & Informatics	1
Department of Medicine	6
Department of Neurosurgery	1
Department of Pediatrics	3
Department of Psychiatry	2
Johns Hopkins Medicine	1
School of Nursing	1

**Course Objectives**

Are there written objectives for the course? (check)

Yes	X	No	
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Briefly summarize the objectives/content areas covered in the course.

1. Transmit knowledge of ethical theory, biomedical ethics and ethical analysis in the context of the history and evolution of medicine so that students will understand their ethical obligations to their patients, their families and friends, their colleagues and their communities, both as physicians and as members of society. Help students to appreciate the ethical dilemmas encountered in patient care, in health care delivery and in biomedical research. 2. Introduce students to concepts of culture and the impact of ethnic background, gender and cultural diversity on the effective practice of medicine. 3. Help students to appreciate the basic principles of disease prevention and health promotion as integral parts of the physician's role, and to understand how physicians can implement prevention effectively among their patients and in their communities. 4. Give students an appreciation of the global dimensions of health and disease so that they will appreciate how health problems differ from one country or one area to another, and how issues of health and disease in one community or one geographic location often impact on the health of populations elsewhere. 5. Introduce students to the varied and changing societal perception of health and disease as expressed in the arts, fiction, drama and essays so that they will understand how society perceives illness and health care providers. Help students to appreciate how knowledge of the arts can enrich their lives as physicians and enrich their lives in general above and beyond their professional activities. 6. Stimulate students to become lifelong learners through thinking, writing, analyzing and problem solving and engaging of discussions which will give them a breadth of understanding of medicine and science, enhance their awareness of complexity of medical issues, and help them develop an insight into the subjective realm of their patients' experiences with illness.

**Preparation for Teaching**

Academic Year \_\_\_\_\_

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.

➤ *Not applicable.*

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.*

<b>Year:</b>			
<b>Score:</b>			

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 type="checkbox"/>	Essay questions or papers	<input checked="" type="checkbox"/>	Presentations
<input type="checkbox"/>	Oral exams	<input checked="" type="checkbox"/>	Other (describe) Attendance, small group participation.

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

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

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

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.

Academic Year \_\_\_\_\_

**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.