NOVEL TEAM-BASED LEARNING CURRICULUM FOR RESIDENT EDUCATION IN MEDICAL ETHICS

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The Accreditation Council for Graduate Medical Education has tasked pediatric residency programs to provide a curriculum in medical ethics, but there remain several barriers to teaching and establishing competency in these areas. Traditional lectures and didactics have demonstrated variable success in delivering knowledge in ethics. Among pediatric residents during their postgraduate training, our hypothesis is that small group discussion structured in a team-based learning (TBL) model can effectively provide core content and deepen understanding through active dialogue in medical ethics. Our aim is to have pediatric residents at our institution participate in a total of 9 two-hour long ethics TBL sessions during their 3 years in residency training. Within each TBL session, residents will be randomly assigned to groups and complete an individual readiness assessment test based on pre-session reading material. Residents then discuss the same questions in small groups and generate consensus answers. Lastly, the residents are guided through various clinical case scenarios in a large group discussion during the application exercise. As a baseline for this project, the educational needs of the residents were determined through an ethics knowledge-applications assessment, developed by a team of expert faculty. Insufficient ethics knowledge was demonstrated among the residents. Resident preparation, participation, and satisfaction with the educational activity as well as ethics knowledge and application skills will be measured. Ultimately, this pediatric resident TBL ethics curriculum may serve as a superior model for ethics education in residents.