**example 6: fellow**

**INNOVATIVE CURRICULUM DESIGN AND/OR ASSESSMENT WORKSHEET**

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| **Brief description of curriculum or assessment product** | **Advance Care Planning And Organ/Tissue Donation Curricular Module** Curriculum that instructs medical students on issues about advance care planning including the NY State Health Care Proxy Law as well as organ and tissue donation. |
| **Co-developer(s)** | I collaborated with X f |
| **Your role in development** | Course Director, Co-Developer and key faculty member |
| **Intended Audience** | Training level of learners: 2nd year medical students |
| **Number of Learners Taught or Assessed**  **(Quantity)** | * Length of the curriculum: 9 sessions/year; 1-1.5 hours/session. * Total number of hours per year: 10 hours/learner/year * Average # learners per teaching session: 120-140 learners/session |
| **# Years this has been used** | 4 Years: Year X - present |
| **Goals/Objectives** | At the end of this session, the student learners will:   * Identify the importance of organ donation and transplantation in today’s healthcare * Enumerate the current problem in resource allocation in organ failure * Describe the factors and steps in the allocation of these vital organs in the US * Identify the differences in allocating cadaveric versus living donor organs * Define advance care planning in the context of New York State Law * Review the role of the patient, proxy, physician and others in terms of decision making in the setting of serious illness * Identify pitfalls and limitations in advance care planning * Practice the skills in communicating with patients with regards to the health care proxy * Recognize that the process of arriving at a resolution to this difficult, albeit, critical decision making is done with involvement of caregivers and loved ones * Discuss the ethical principles underlying these issues: autonomy, surrogate decision making, justified paternalism and clinical justice |
| **Needs Assessment** | **Curricular gaps were identified by the following methods:**   * Advance directives and organ/tissue donation have never been part of the pre-clinical curriculum in the past despite the fact that students in the clinical years discuss advance directives with their patients and certain students volunteer in organ procurement programs at Mount Sinai Hospital. * Personal discussions with medical students, housestaff and faculty alike have significantly informed the team in identifying this as a curricular gap in knowledge. * Expert consultation with leaders of the Palliative Care Institute and the NY Alliance for Donation, Inc.   **Evidence utilized to design the curriculum:**   * Pre-existing curricula on Health Care Proxy exists as part of the old 4th year Clerkship and was utilized for the health care proxy component of the module. The palliative care curricula of the Palliative Care Institute were also utilized for the advance care planning component of the module. * Materials developed through collaboration of the NY Alliance for Donation, Inc. and the State University of New York at Buffalo served as the template for the organ/tissue donation component of the module. |
| **Design** | * The curriculum consists of lectures, panel discussions and a skills based training small group role play exercise focusing on communication skills * Instructional methods: * 1 hour Panel Discussion on Organ Donation with transplant surgeons, organ recipients and relatives of organ donors * 1 hour lecture on advance care planning and with emphasis on New York State Health Care Proxy Law * Small group ole play exercise focusing on these communication skills |
| **Evaluation Methods and Findings** | **Programmatic evaluation:**   * Learner satisfaction ratings   **Individual learner evaluation:**   * Self-assessment of their perceived comfort and confidence in discussing organ/tissue donation and advance care planning   Used the data to revise and improve the curriculum.   | **Year** | **Year 1** | **Year 2** | **Year 3** | | --- | --- | --- | --- | | **Quality of Advance Care Planning Session**  *Rating Scale (1-5, 5 Superior)* | N=105  Rating=3.99 | N=98  Rating=3.86 | N=125  Rating=3.85 | | **Quality of Organ and Tissue Donation Session**  *Rating Scale (1-5, 5 Superior)* | N=192  Rating=3.73 | N=97  Rating=3.82 | N=124  Rating=3.83 | | **Quality of Communication Skills Practice Session**  *Rating Scale (1-5, 5 Superior)* | N=113  Rating=3.58 | N=98  Rating=3.86 | N=125  Rating=3.85 | |
| **Evidence of Dissemination** | * Module has been adopted by 2 (X, Y) other regional medical schools * Education materials including 2 Faculty Guides and 3 role play scenarios submitted to MedEdPORTAL (see Appendix B for submission) |