

FoLSM Centre for Education
Monthly seminar series

KING'S
College
LONDON



‘Exploring the potential of values-based education using the example of “Values-based clinical practice” in the MBBS curriculum’

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Aim of this Ed Works session

- Presentational seminar to share curriculum innovation in GKT medical education
- Focus on conceptualisations of values-based education(VBE) and practice
- Consider relevance/potentiality of VBE within and beyond FoLSM

Background

Problem:

- Evidence points to the erosion of empathy and patient-centred attitudes during medical training
- Linked with suppression of personhood and humanistic qualities
- Professional attributes and behaviours somehow separated from the personal
- Traditional ‘silo’ teaching of subjects (clinical medicine, medical ethics and law, clinical communication etc).

Challenge:

- To develop a pedagogic approach to counter the above and which meets the GMC requirements for professional values and behaviours

Opportunity:

- Development of an integrated curriculum theme in which the concept of human values is central to the professional formation of students.

Innovation

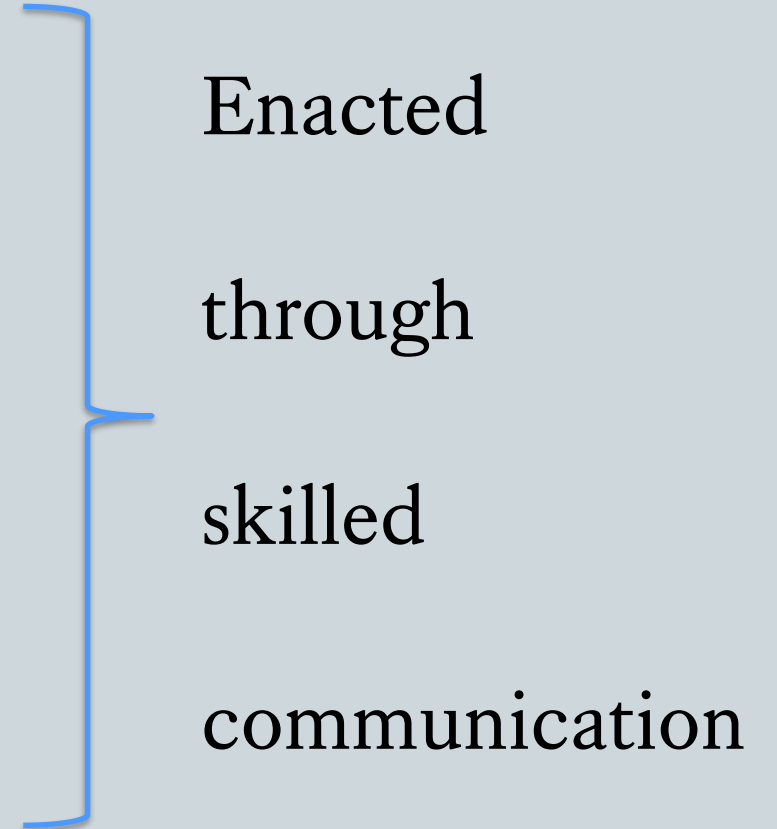
‘Values-based Clinical Practice’ (VBCP) introduced as a longitudinal theme (Years 1-5) in the revised MBBS ‘Curriculum 2020’, including new Year 1 ‘Introduction to VBCP Module’

Opportunity to innovate by integrating the delivery of clinical skills teaching with allied ‘Human Values’ subjects:

- Clinical communication
- Medical Ethics and Law
- Professionalism and well-being
- Cultural Competence
- IPE / team-based learning
- Medical Humanities
- Philosophy

Core human values in healthcare

- Compassion
- Respect for others
- Commitment to integrity and ethical practice
- Commitment to excellence
- Justice in healthcare



Enacted
through
skilled
communication

International Charter for Human Values in Healthcare: An interprofessional global collaboration to enhance values and communication in healthcare (Rider et al 2014)

Centrality of Human Values to Healthcare

- “[Human values] ... embody the human dimensions of healthcare and are fundamental to the practice of compassionate, ethical, and safe relationship-centred care...” (Rider et al., 2014 p. 275-6)
- “Values-based practice...emphasises the centrality of values in clinical decision making; the diversity of values, which may remain unnoticed if they are presumed shared; and the importance of health professionals' developing skills to identify and negotiate values”.(Petrova, M. et al 2006)

Enacting/Embodying Human Values

“Values are realized and manifested in language and the interaction process. Skilled communication underpins healthcare interactions and relationships and, plays an essential role in making values visible.

Values alone, without demonstration through communication, are insufficient.”

(Rider et al., 2014 p. 275-6)

Aim of Values-based clinical teaching and learning

“VBCP is not just about ‘what’ or how you ‘do’ tasks and procedures as a doctor; it is importantly who you are and what sort of doctor you aim to be. Our aim is to support you, not only to look after your patients safely, but to look after yourselves too”.

(VBCP Theme KEATS homepage – KCL 202)1

How? (i)

- A core spine of 14 simulated clinical patient scenarios delivered through Stages 1 to 3 of medical curriculum.
- All students actively participate in the scenarios through experiential and reflective learning.
- The scenarios integrate knowledge, skills and professional development through HV subjects.
- Clinical communication, medical ethics & law, cultural competence, professionalism & well-being feature in all scenarios.

How (ii)

- Alongside the core spine of clinical scenarios there are additional lectures, workshops and seminars that focus on component subjects in their own right.
- Medical humanities and philosophy provide additional lenses through which clinical practice and becoming a doctor can be considered – enriching core learning.
- Patient Educator programme reinforces centrality of patient's experience, values and voice.
- Assessment through portfolio entries, reflective written assignments, OSCEs and some SBAs

Broader relevance of values-based approach in HE

Barnett suggests:

“The language of knowledge and skills are inadequate to frame a curriculum fit for the world of 2020”

Also need to focus on:

- Community engagement
- Personal development:
- Dispositions and qualities (e.g. resilience, courage, integrity, restraint);
- Value structures
- Sense of place in the world

“If we do not do this in the University we are not in the presence of HE”

(Barnett, R, Seminar at University of Surrey, 2011)

Why is this important in curriculum design and development?

“Curriculum is more than content, it reflects what we believe HE is about and what the discipline is about”

(David Watson, KCL, 2013)

Areas for discussion – breakout groups

- What are you trying to achieve when teaching your students?
- In what ways do you OR might you implement values-based teaching and learning in your subject area?
- Potential barriers (max 3) – ideas to overcome them? (use sparingly)

Feedback notes

References / suggested reading

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