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<td><strong>Seminar Series in Bioethics (MEETH-417)</strong></td>
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<td><strong>Self-Directed Learning</strong></td>
<td><strong>Small Groups component of the Intro to Ethics Course (MBETH-MAIN)</strong></td>
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<td><strong>Scholarly Activities</strong></td>
<td><strong>Final capstone paper</strong></td>
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<td></td>
<td><strong>Encouraged to prepare capstone project for publication</strong></td>
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<td><strong>Biomedical Ethics Grand Rounds</strong></td>
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<td></td>
<td><strong>Opportunity to apply each year for one of two $1500 travel scholarships to attend annual ASBH national conference</strong></td>
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<td><strong>Community Outreach</strong></td>
<td><strong>Attend programs/speakers sponsored by the Center for Medical Ethics and Health Policy</strong></td>
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Ethics Track
Track Overview Document
2017-2018
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I. Introduction/Track Overview:

The Center for Medical Ethics and Health Policy offers the Ethics Track for medical students seeking to develop greater knowledge and expertise in medical ethics. The Ethics Track was initiated by members of the Class of 1992 and was the first "track" of electives at Baylor College of Medicine. Other "tracks" at the College are modeled on the Ethics Track. The Ethics Track was also the first medical ethics track in any medical school in the United States, which other medical schools have used as a model in developing their own medical ethics tracks.

I. First-Year Required Course in Medical Ethics (MBETH-MAIN): This course is required for all first-year medical and allied health students and introduces students to the basic concepts and terms of medical ethics and to using the Ethics Work-Up to resolve clinical ethics cases. The course consists of 15 lectures (given by Center faculty), 7 weekly small group case discussions (8 to 9 students in each group, co-led by 50 Baylor clinical faculty), and a clinical ethics case experience component in various specialties led by Baylor clinical faculty. Topics include an introduction of the Hippocratic Oath and the history of medical ethics, medical professionalism, informed consent and refusal, diminished decision making capacity, pediatric assent, end-of-life decision making, medical confidentiality, and the structure of the American health care system. The cases for the small groups are drawn from clinical teaching in medical ethics and from the ethics consultations services of College affiliated hospitals.

II. Seminar Series in Bioethics (MEETH-417): This is the first of the three electives constituting the Ethics Track and is typically taken in the second year. It is open both to students considering enrolling in the entire track and to students who would simply like to take one more course in bioethics. The elective meets in a seminar format one evening (6-8 p.m.) each month from September through April and provides an in-depth exploration of core topics in medical ethics through seminar-style discussions led by Center faculty. Meetings will be scheduled to accommodate students on clinical rotations, which start in January of the second year. The reading commitment is minimal; students are asked to submit a short reflection/response over the reading prior to seminar.

III. Introduction to Clinical Medical Ethics (MEETH-418): This four-week elective is offered four times per year (March, April, September, and October). It is typically taken in the third year. The elective combines weekly clinical experiences and seminars to provide an in-depth introduction to clinical ethics. Students shadow members of the Ethics Consult Service, observing first-hand many of the challenging ethical issues they will face as physicians. Students are required to submit a full case write-up on one of the cases they observed during their shadowing. A major component of the elective is research seminars focused on helping students to prepare a topic for their scholarly project, which is completed in the capstone elective of the Ethics Track. These seminars introduce students to methods of research and scholarship in clinical ethics, building on foundations of the first-year required ethics course and the second-year Seminar Series in Bioethics course.

IV. Scholarly Project (MEETH-419): This is the capstone elective of the Ethics Track. Typically completed in the fourth year, it is designed to offer suitably prepared students an opportunity to do a scholarly project in medical ethics. The elective is similar to an independent study, in which students engage in a supervised project that could take the form of a library-based paper, an empirical project, or a creative project such as a video on a topic in clinical ethics. Center faculty will work with students willing to prepare their papers for submission for publication, although this is not a requirement of the scholarly project elective. The top three projects are selected each year to receive the Baruch A. Brody Award in Medical Ethics.
II. Contact Information:

**Baylor College of Medicine:**

Track Director: Jennifer Blumenthal-Barby  
Email: jennifer.blumenthal-barby@bcm.edu  
Phone: (713) 798-3785

Track Coordinator: Betsy Kusin  
Email: betsy.kusn@bcm.edu  
Phone: (713) 798-6804

**Office Location:**

Center for Medical Ethics and Health Policy  
Jewish Building, Room 310D  
Baylor College of Medicine  
One Baylor Plaza  
Houston, TX 77098
III. BCM Compact between Teachers, Learners and Educational Staff

Compact between Teachers, Learners, and Educational Staff: Learners pursuing a professional career at Baylor College of Medicine assume responsibility to develop in-depth knowledge, acquire and apply special skills, and demonstrate professionalism. Teachers guide and educate learners, and model appropriate attitudes, interpersonal skills and professional behaviors. Core educational staff supports both learners and teachers. This Compact serves both as a pledge and a reminder to teachers, learners, and educational staff that moral, ethical and professional behavior by all Baylor personnel is essential to the basic principles of this institution.

Guiding Principles of the Educational Compact

Duty: All participants in the education mission have a duty to sustain a learning environment conducive to maintaining the knowledge, attitudes, and skills necessary for providing contemporary standards of professional behavior.

Integrity: All education participants/parties will behave in a manner that reflects individual and institutional commitment to intellectual and moral excellence.

Respect: Fundamental to the ethic of professions is respect for every individual. Mutual respect between learners, as newer members of the profession, and their teachers, as experienced professionals, is essential for nurturing that ethic. In addition to individual respect, all educational parties must respect and follow established professional policies.

Teacher Responsibilities

As a teacher, I pledge to:

- Maintain currency in my professional knowledge and skills
- Ensure excellence of the educational curriculum
- Be a Model of professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
- Respect all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
- Nurture learner commitment to achieve personal, family, and professional balance.
- Recognize and acknowledge expressions of professional attitudes and behaviors as well as the achievement of quantifiable academic excellence
- Respond vigorously to unprofessional behavior and indications of abuse or exploitation of faculty, learners, patients, colleagues, or staff
- Create a safe environment in which individuals can communicate any concern about breaches of this compact
- Accept responsibility for instilling these attributes in learners and faculty for whom I have responsibility
Learner Responsibilities

As a learner, I pledge to:

- Acquire the knowledge, skills, attitudes, and behaviors necessary to fulfill all established educational objectives
- Embody the professional virtues of integrity, empathy, altruism, compassion, respect, honesty, courage, and trustworthiness
- Respect as individuals, without regard to gender, race, national origin, religion, or sexual orientation, all patients, peers, faculty and staff
- Uphold the highest professional standards and conduct myself accordingly in all interactions with patients, peers, faculty and staff
- Assist my fellow learners in meeting their professional obligations, while fulfilling my own obligations as a professional
- Help create a safe environment in which individuals can communicate any concern about breaches of this compact

Educational Staff Responsibilities

As educational staff, I pledge to:

- Maintain currency in my professional knowledge and skills
- Help ensure excellence of the educational curriculum
- Embody professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
- Respect all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
- Help create a safe environment in which faculty, learners, and staff can work and can communicate any concern about breaches of this compact
IV. Baylor College of Medicine Core Competencies and Graduation Goals (CCGG’s):

1. Professionalism
   Each student graduating from BCM will:
   1.1. Apply ethical decision making that upholds patient and public trust
   1.2. Employ honesty, integrity, and respect in all interactions
   1.3. Demonstrate a commitment to advocate for the needs and well-being of patients, colleagues, and self
   1.4. Demonstrate caring, compassion, and empathy
   1.5. Demonstrate awareness of one's own biases and sensitivity to diverse patients and colleagues
   1.6. Identify and fulfill responsibilities and obligations as a learner and a colleague
   1.7. Recognize and avoid conflicts of interest
   1.8. Adhere to patient confidentiality rules and regulations

2. Medical knowledge
   Each student graduating from BCM will:
   2.1. Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to diagnose, manage, and prevent disease
   2.2. Utilize the principles of public health, epidemiology, and biostatistics in identifying and reducing the incidence, prevalence, and severity of disease to improve health
   2.3. Interpret diagnostic tests as they relate to common clinical, laboratory, and radiologic findings in the spectrum of health and disease

3. Patient care
   Each student graduating from BCM will:
   3.1. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care
   3.2. Develop and implement patient evaluation and management plans appropriate to all levels of patient acuity
   3.3. Develop a prioritized problem list and differential diagnosis using patient's biopsychosocial history, medical records, physical exam findings, and diagnostic studies
   3.4. Obtain consent for and perform basic technical procedures competently
   3.5. Perform comprehensive and focused biopsychosocial exams in a variety of patient care settings and recognize when each is indicated
   3.6. Assess health risks using gender- and age-appropriate criteria and recommend potential preventive and therapeutic interventions
   3.7. Select and interpret diagnostic tests accurately
   3.8. Interpret physical findings accurately
   3.9. Utilize critical thinking to provide appropriate evidence or support for clinical decisions and management of diseases
3.10. Provide timely and accurate documentation of all assessment, plans, interventions, and orders – including prescriptions and transfers-of-care between providers or settings

4. **Interpersonal and communication skills**
   Each student graduating from BCM will:
   4.1. Demonstrate patient-centered interview skills in order to create and sustain a supportive and therapeutic relationship with patients and families
   4.2. Demonstrate the ability to communicate effectively, efficiently, and accurately as a member or leader of a health care team
   4.3. Demonstrate the ability to effectively communicate and collaborate with colleagues, other health care professionals, or health related agencies
   4.4. Apply verbal and written medical communication skills to basic and advanced medical scenarios

5. **Practice-based learning and improvement**
   Each student graduating from BCM will:
   5.1. Identify personal strengths and deficiencies in one’s knowledge, skills, and attitudes to integrate feedback and set personal improvement goals
   5.2. Use and manage technology to access medical information resources to expand personal knowledge and make effective decisions
   5.3. Apply principles and practices of evidence-based medicine (EBM) in making decisions about prevention, diagnosis, and treatment of disease

6. **Systems-based practice**
   Each student graduating from BCM will:
   6.1. Analyze the roles insurance plans and health care providers play in the health care system and how they affect providers’ and patients’ behavior
   6.2. Provide appropriate referral of patients, including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
   6.3. Examine the role of quality improvement and clinical pathways in optimizing health systems
   6.4. Demonstrate the rationale for reporting and addressing events that could affect patient safety

7. **Leadership**
   Building upon the foundation of competence in the other six domains, each student graduating from BCM will be able to:
   7.1. Demonstrate the ability to work effectively as a member of an interprofessional health care team
   7.2. Demonstrate the ability to give and receive behaviorally-specific feedback
   7.3. Utilize skills that enhance the learning environment and team functioning
V: Ethics Track Objectives Mapped to School of Medicine CCGG’s

**Ethics Track Goal:** To increase knowledge about medical ethics and the ability to integrate and apply this knowledge into the practice of medicine.

**Objective #1:**  
*Synthesize foundational principles and concepts from medical ethics*

**Objective #2:**  
*Apply these core principles and concepts to current problems and questions in their healthcare environment*

<table>
<thead>
<tr>
<th>Core Competency Graduation Goal Objectives (CCGG’s)</th>
<th>Track Objective</th>
<th>Mode of Assessment (Summative)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
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</tbody>
</table>
| 1.1                                                 | #1 - Synthesize foundational principles and concepts from medical ethics  
#2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 1.2                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 1.3                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 1.4                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 1.5                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 1.6                                                 | #1 - Synthesize foundational principles and concepts from medical ethics  
#2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 1.7                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 1.8                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| **Medical Knowledge**                              |                 |                                 |
| 2.1                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| **Patient Care**                                   |                 |                                 |
| 3.1                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 3.4                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 3.5                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| 3.9                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
| **Interpersonal and Communication Skills**          |                 |                                 |
| 4.3                                                 | #2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track |
#2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track

### Practice-based Learning and Improvement

5.1

#1 - Synthesize foundational principles and concepts from medical ethics | Successful completion of the Ethics track

### Leadership

7.1

#2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track

7.3

#2 - Apply these core principles and concepts to current problems and questions in their healthcare environment | Successful completion of the Ethics track

---

**Ethics Track Individual Coarse Goals & Objectives**

(mapped back to School of Medicine CCGGs)

**Ethics Track Goal:** To increase knowledge about medical ethics and the ability to integrate and apply this knowledge into the practice of medicine.

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Synthesize foundational principles and concepts from medical ethics (1.1; 1.6; 5.1)</th>
<th>Assessment: successful completion of Track electives.</th>
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</table>

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<tr>
<th>Objective 2</th>
<th>Apply these core principles and concepts to current problems and questions in their healthcare environment (1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 2.1; 3.1; 3.4; 3.5; 3.9; 4.3; 4.4; 7.1; 7.3)</th>
<th>Assessment: successful completion of Track electives.</th>
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</table>

**Foundations Course (MBETH-MAIN) Goal:** To introduce students to basic legal and ethical concepts relevant to clinical ethics and to provide tools to facilitate their application of these concepts in clinical contexts.

<table>
<thead>
<tr>
<th>Objective 1</th>
<th>Recall a core fund of knowledge of ethics in clinical practice (1.1, 1.8, 3.4, 6.1, 6.3, 6.4)</th>
<th>Assessment: Multiple choice section of written exam.</th>
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<tr>
<th>Objective 2</th>
<th>Apply reasoning skills of ethics in clinical practice (1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 3.1, 3.4, 4.2, 4.3, 5.1, 6.3, 7.1, 7.2, 7.3)</th>
<th>Assessment: Participation in seven small group sessions; completion of one full case write-up; participation in one clinical ethics round session; essay section of written exam.</th>
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</table>

**Grading Rubric:** Small group assessment (20%); multiple choice section of written exam (40%); essay section of written exam (20%).

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8
**MEETH-417 Goal:** To provide students with an understanding of the theoretical foundations of the discipline of bioethics by exploring competing theories and arguments on issues such as physician aid in dying, decision making capacity, definitions of death and personhood, religious based refusals of medical treatment for children, allocation and procurement of organs for transplantation, and justice in emerging genetic technologies for human enhancement and disease treatment.

**Objective 1:** Demonstrate thoughtful reflection on current issues and debates in medical ethics (1.1; 1.5; 1.6; 4.3; 4.4; 5.1)

**Assessment:** Written reflections for each seminar topic; participation in class discussion

**Objective 2:** Assess the arguments on both sides of bioethical debates in a fair and respectful manner (1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 2.1; 3.9; 4.3; 4.4; 5.1; 7.1).

**Assessment:** Written reflections or each seminar topic; participation in class discussion

**Grading Rubric:** Pass/Fail based on attendance in at least 6 of 8 seminars

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**MEETH-418 Goal:** To provide students with an opportunity to encounter and address ethical issues in clinical medicine

**Objective 1:** Recognize the essential features high-quality medical ethics consultation (1.1, 1.2, 1.4, 1.6, 1.8, 3.1, 5.1, 6.3, 7.3)

**Assessment:** Written reflections on clinical ethics experience; participation during clinical shadowing

**Objective 2:** Demonstrate systematic and solution-orienting analysis of ethical challenges in clinical medicine (1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 2.1, 3.1, 4.4, 5.1, 6.3, 7.1, 7.3)

**Assessment:** Written reflections on clinical ethics experience; participation during clinical shadowing; written ethics analysis and workup; narrative ethics workup

**Objective 3:** Begin identifying a focused research question in conceptual or empirical bioethics (1.1)

**Assessment:** Research project outline

**Grading Rubric:** Narrative scale (H, HP, P, MP, F) based on attendance, participation in class, participation in clinical shadowing, completion of clinical reflections, ethics analysis and workup, a research project outline, and a narrative ethics workup.
<table>
<thead>
<tr>
<th><strong>MEETH-419 Goal:</strong> To demonstrate mastery of ethics concepts and critical analysis through appropriate application of normative and/or empirical research methodologies and completion of a mentored research project</th>
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<tbody>
<tr>
<td><strong>Objective 1:</strong> Identify a focused research question addressing a conceptual or empirical bioethics issue (1.1)</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Apply conceptual and/or empirical analysis to assess the ethical considerations relevant to their respective research question (1.1; 5.1)</td>
</tr>
<tr>
<td><strong>Objective 3:</strong> Write a mentored scholarly paper analyzing a bioethics issue relevant to clinical medicine and/or population health (1.1; 4.4) (1.1; 5.1)</td>
</tr>
<tr>
<td><strong>Grading Rubric:</strong> Pass/fail based on completion of a mentored scholarly paper.</td>
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</table>
VI. You Said, We Did:
We value your feedback and the following changes have been made in response to student concerns and suggestions.

<table>
<thead>
<tr>
<th>Evaluation year</th>
<th>YOU SAID:</th>
<th>WE DID:</th>
</tr>
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<tbody>
<tr>
<td>2017</td>
<td>You would have benefited from learning about the Affordable Care Act during the health policy lectures [MBETH-MAIN].</td>
<td>We will improve the health policy lectures by including content related to the Affordable Care Act.</td>
</tr>
<tr>
<td>2017</td>
<td>Please continue with the options of two different days. This allowed for smaller class discussion and more flexibility with your schedule [MEETH-417].</td>
<td>We will continue to offer back-to-sessions of the same topic each month to facilitate smaller classes and better accommodate students’ schedules</td>
</tr>
<tr>
<td>2017</td>
<td>You wanted the clinical ethics course offered during more convenient rotations [MEETH-418]</td>
<td>Starting in spring 2019, we will offer the course during the 3C, 4A, 1C, and 2A rotations to see if these months line up better for students wishing to continue on in the Ethics Track following the completion of the Seminar Series course.</td>
</tr>
</tbody>
</table>
VII. Student Roles and Responsibilities:

**Roles and responsibilities of students in the Ethics Track:**

1. Commit to learning and mastering the philosophical concepts behind the Ethics Workup and practice applying those concepts in everyday medical decision-making and in challenging ethical situations that arise in a clinical setting.
2. Complete all required supplemental readings for each Ethics track course and submit all requested written work on time as requested by the course instructor.
3. Comply with the attendance requirements for each Ethics Track course.
4. Keep track of your progress as you work your way through the Ethics Track course requirements.
5. Always respond in a timely manner to all communications received from the course director, course instructor, Track director, and/or the Track coordinator.
VIII. Curriculum and Schedule/Timeline:

Ethics Track

More information available at: https://www.bcm.edu/centers/medical-ethics-and-health-policy/education/ethics-track

Goal: To increase knowledge about medical ethics and the ability to integrate and apply this knowledge into the practice of medicine.

Curriculum and Track Requirements:

<table>
<thead>
<tr>
<th>Foundational (required course for all MS, PA, O&amp;P, and graduate genetic counseling students)</th>
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<tbody>
<tr>
<td>• MBETH-MAIN – Intro to Medical Ethics</td>
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<tr>
<th>Pre-Clinical Foundation Elective</th>
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<tbody>
<tr>
<td>• MEETH-417 – Seminar Series in Bioethics (meets monthly on back-to-back nights - students select which of the two sessions they wish to attend – from September to April)</td>
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<table>
<thead>
<tr>
<th>Non-Clinical Advance Elective</th>
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<tbody>
<tr>
<td>• MEETH-418 – Introduction to Clinical Medical Ethics (offered 4Xyear in rotations 3C, 4A, 1C, and 2A)</td>
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<table>
<thead>
<tr>
<th>Non-Clinical Research Elective</th>
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</thead>
<tbody>
<tr>
<td>• MEETH-419 – Research in Clinical Medical Ethics (students may enroll in this 4-week elective during any rotation they have open that also works for their faculty mentor)</td>
</tr>
</tbody>
</table>

Community Ethics Track Activities:

Ethics Track students are invited and encouraged to participate in Center sponsored activities. These include Bioethics Grand Rounds, Case Conferences, Journal Club, speakers’ series talks, and community outreach events.

Timeline for the Ethics Track

Four-year curriculum

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
<th>Fall</th>
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<tbody>
<tr>
<td>MS1</td>
<td>MBETH-MAIN (Spring - MS1 Year)</td>
<td>MEETH-417 (Fall – MS2 Year to Spring MS2 Year)</td>
</tr>
<tr>
<td>MS2</td>
<td>MEETH-418 (3C)</td>
<td>MEETH-418 (4A)</td>
</tr>
<tr>
<td>MS3</td>
<td>MEETH-418 (1C)</td>
<td>MEEH-418 (2A)</td>
</tr>
<tr>
<td>MS4</td>
<td>*MEETH-419 3A</td>
<td>MEETH-419 3B</td>
</tr>
<tr>
<td></td>
<td>MEETH-419 3C</td>
<td>MEETH-419 4A</td>
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<tr>
<td></td>
<td>MEETH-419 4B</td>
<td>MEETH-419 4C</td>
</tr>
<tr>
<td></td>
<td>MEETH-419 1A</td>
<td>MEETH-419 1B</td>
</tr>
<tr>
<td></td>
<td>MEETH-419 1C</td>
<td>MEETH-419 2A</td>
</tr>
<tr>
<td></td>
<td>MEETH-419 2B</td>
<td>MEETH-419 2C</td>
</tr>
</tbody>
</table>

*MEETH-419 With faculty mentor approval, student can register for any o
IX. Policies and procedures:


Link to student handbook: [https://www.bcm.edu/education/schools/medical-school/student-affairs/student-handbook](https://www.bcm.edu/education/schools/medical-school/student-affairs/student-handbook)

**Clinical Rotation Absence Policy (Clerkships, Sub-Internships, Selectives, and Electives)**

*An excused absence* is one in which the student has a legitimate reason for being absent and he/she obtains appropriate permission, *in advance*, from the course director for the days in question.

- Students must inform the course coordinator, the course director, and the appropriate attending physician or chief resident on the team to which they are assigned for any scheduled absences and any absence arising from an emergency situation unless physically unable to communicate. Failure to communicate an absence as directed may be considered an unexcused absence and may be grounds for failure of the rotation.

- Reasons for excused absenteeism may include:
  - Medical illness experienced by the student (physician note required on the 3rd day of illness)
  - Personal crisis (e.g., death or illness of immediate family member)
  - Child birth (maternity and paternity policy of the College takes precedence)
  - Presentation at professional meetings (up to two days with attendance up to department's discretion)
  - Residency Interviews

- Absences NOT covered by the categories above (such as attending a wedding or graduation of a friend or family member) may or may not be granted following review by the course director. It is likely that students will be required to make up any time for such absences.

*An unexcused absence* is any absence in which the student fails to gain prior permission or falls outside of the guidelines outlined above for excused absences. Unexcused absences are grounds for failure of a clinical rotation and should be reported to the Dean of Student Affairs.

**NOTE:** Frequent absences, regardless of the reason, may be used as one component in calculating a student's overall grade, and may result in grades of marginal pass or fail. Misrepresenting absences or absence requests is a breach of professionalism and is grounds for failure.

Students who miss more than the minimum allowed absences may still pass the rotation if: a) performance on days attended is satisfactory; AND, b) students make-up the excess days missed in a manner acceptable to the course director. Make-up time will not exceed the number of days missed.

**Excused Absences and Remediation**

Each clinical rotation allows a limited number of excused absences based on the length of rotation. Refer to the table below to determine the number of excused absences allowed before remediation is required.

<table>
<thead>
<tr>
<th>Clinical rotation</th>
<th>Excused absences</th>
<th>Resulting consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 week</td>
<td>0.5 days</td>
<td>No remediation</td>
</tr>
</tbody>
</table>
Absences and Tardiness

- For excused absences such as illness or a personal emergency affecting you or someone in your immediate family, you are expected to contact the following individuals as soon as possible:
  - Your preceptor using a method that ensures that he/she gets your message
  - The elective coordinator via email: Ms. Betsy Kusin (betsy.kusin@bcm.edu)

- If you miss > 2 days of the Clerkship due to excused absences, you will be expected to make up the time in excess of the two days of excused absence. Arrangements for makeup time will be made after discussion with the Clerkship Director. A grade of Incomplete may be given if needed until you successfully complete the makeup time.

- For unexcused absences, such as attending a wedding or graduation of a friend or family member, you are expected to discuss the request with the Clerkship Director before the rotation begins. It is likely that you will be asked to make up any time for unexcused absences such as these. Arrangements for makeup time will be made after discussion with the Clerkship Director. A grade of Incomplete may be given if needed until you successfully complete the makeup time.

- **Failure to communicate with your preceptors and the Clerkship coordinator about an absence will result in the absence being considered unexcused and is grounds for failure.**

Student Grievances Policy [https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances](https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances)

- The leadership, faculty and staff of Baylor College of Medicine are all here to support and help you on your journey to becoming a leader in your chosen profession. In the event you have a grievance, we have created several pathways for you to receive help. Baylor community members are prohibited from retaliation.

- Details of the student grievance policy are available at: [https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances](https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances)

- We encourage that student grievances be resolved, if possible, by the student and the individual (student, faculty, and/or staff) most closely related to the grievance. If no resolution is established, the student may ask her/his supervisor, program director, or dean for assistance.

- If the grievance cannot be informally resolved by the supervisor, program director, or dean, the student must file a written grievance.

- A student may file a grievance via the Integrity Hotline using one of the following methods:
  1. Call: (855) 764-7292

- You may choose to identify yourself or to file anonymously. If filed anonymously, your confidentiality will be protected to the limit of the law and within the scope of certain program accreditation requirements.

- Once the grievance has been filed, you will be asked to create a password and will be assigned a tracking number, called a Report Key. Use your password and Report Key to log into the Integrity Hotline Web Portal to check status, answer questions, or submit new information.

- Process map for reporting grievances: [https://intranet.bcm.edu/policies/StudentGrievancesProcess.pdf](https://intranet.bcm.edu/policies/StudentGrievancesProcess.pdf)

Reporting Mistreatment and Breaches in Professional Behavior

- BCM promotes a culture of respect between teacher and learner and works to ensure that the learning environment is free from conduct by faculty, staff, supervising residents, or others that could be reasonable interpreted by learners as...
mistreatment. Mistreatment may be verbal, emotional, or physical in nature. Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process.

- Examples include harassment, discrimination, public threats, and public or private humiliation.
- The College’s Learner Mistreatment policy is available at: https://intranet.bcm.edu/index.cfm?fuseaction=Display_Policy&Policy_Number=23.2.02
- A student should report mistreatment or unprofessional behavior via the Integrity Hotline using one of the following methods:
  1. File an anonymous report by calling (855) 764-7292 or submitting it online at the Integrity Hotline Web Portal: https://secure.ethicspoint.com/domain/media/en/gui/35125/index.html
  2. Contact the Clerkship Director, Associate or Assistant Dean of Student Affairs or a trusted faculty member
  3. Contact the BCM Office of the Ombudsman at ombudsoffice@bcm.edu or (713) 798-5039

Grade Verification

- More information is available at: https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances

- Due process involves providing students with a clear description of course expectations, including grading requirements, as well as behavioral and professionalism guidelines.

- Students may have questions about their final grade or the grading process. If students want to verify their final grade, they are first encouraged to meet with the course/clerkship directors informally to discuss those questions.

- During the meeting with the Clerkship Director, the student will be given an opportunity to share the concerns about his/her grade. In many instances, the Clerkship Director may not be able to resolve the concern during the meeting. He/she may ask the student for time to investigate the concern (e.g., review the performance on an examination). For the Family and Community Medicine Clerkship, after investigating the student’s concern, the Clerkship Director will bring the concern before the Education committee of the Department of Family and Community Medicine. This committee will discuss the student’s concern and the Clerkship Director’s findings and then decide whether the student’s Clerkship grade will be changed or not. The Clerkship Director will keep the student informed of the timeline of the process and also of the final outcome determined by the Education committee of the Department of Family and Community Medicine.

- After grade verification and discussion, the student may choose to proceed with a formal grade appeal if they believe they have received a grade unjustly.

- Grievances are not the same as disagreements. A student cannot file a grievance merely because s/he disagrees with the grade. A student can file a grievance if they believe the grade was unfair, for example, if it is felt to be an act of discrimination

Student Disability Policy

- Baylor College of Medicine (BCM) is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws.
- Newly accepted and currently enrolled students are responsible for initiating a disability-related request for reasonable accommodation or modification no less than 30 business days prior to the start of the course for which accommodation is requested.
- Full policy: https://intranet.bcm.edu/index.cfm?fuseaction=Display_Policy&Policy_Number=23.1.07
Duty Hours

- Duty hours, including all in-house call activities, must be limited to an average of 80 hours per week over a 4-week period. Duty periods may be scheduled to a maximum of 24 hours of continuous duty in the hospital. An additional 4 hours may be spent to ensure appropriate, effective and safe transition of care. Minimum time off between scheduled duties is 10 hours. Students must receive a minimum of either 24 hours off per 7-day work period, or 4 days off per 28-day work period.
- Full description: [https://intranet.bcm.edu/index.cfm?fuseaction=Display_Policy&Policy_Number=28.1.04](https://intranet.bcm.edu/index.cfm?fuseaction=Display_Policy&Policy_Number=28.1.04)

Patient Safety

- Patient safety is everyone's responsibility. Concerns should be reported to the appropriate affiliated institution for both quality improvement and assurance.

- For information on how and where to report at BCM affiliated institutions, please go to Blackboard > Patient Safety and click on the link for the Guide to Reporting Patient Safety Incidents.

- However, your preceptor’s office may not be a BCM affiliated institution. For patient safety concerns in your preceptor’s office, please discuss any patient safety issues with your preceptor or contact the Clerkship Director:

Exposure to Blood-borne pathogens

If there is an incident on this clerkship that exposes you to blood-borne pathogens (such as a needle stick injury), please contact the BCM Occupational Health Program (“OHP”) at (713) 798-7880. Please follow their advice, including coming to their clinic if requested.

The policy on Blood Borne Pathogens is available at: [https://www.bcm.edu/education/schools/medical-school/student-affairs/student-handbook/health-services](https://www.bcm.edu/education/schools/medical-school/student-affairs/student-handbook/health-services) and scroll down to Blood Borne Pathogens Policy.
X. Frequently Asked Questions:

1. How do I sign up for the Track?
   All first year students are required to take the Intro to Ethics course (MBETH-MAIN) in Term 4 of their MS1 year. After the course, we hold an informational lunch meeting (in early June) about the track and invite all MS1s. MS1s interested in continuing on in Ethics enroll in and take the Seminar Series in Bioethics course (MEETH-417) which is taught monthly from Sept-Apr of their MS2 year. There is no formal application to the Track but if they enroll in the Seminar Series we consider them to have joined the Track.

2. Do I have to take the courses in sequence?
   Each course is designed to build on the knowledge gained in the previous course. The Seminar Series course (MEETH-417) must be taken after MBETH-MAIN and before any additional Track courses can be taken. Ideally, the Intro to Clinical ethics elective (MEETH-418) is taken before the Research elective (MEETH-419) but exceptions are made when there are extenuating circumstances.

3. Do I have to complete all of my research for my final paper during the month I’m registered for the elective?
   The short answer is “no”. You are encouraged to contact your faculty mentor as soon as you are matched (at the completion of the Into to Clinical Ethics elective) and meet with them to finalize your capstone project topic. You can absolutely meet with your mentor and work on your paper outside the confines of your official research month but regardless of when the work is done, you must register for the research elective. Final papers will be due in early April of your graduation year.

4. What happens if I take a research year or pursue a PhD or other degree in the middle of med school?
   You retain credit for all work you’ve completed before taking a leave from medical school and can pick up where you left off if you want to continue the Ethics Track when you return.