

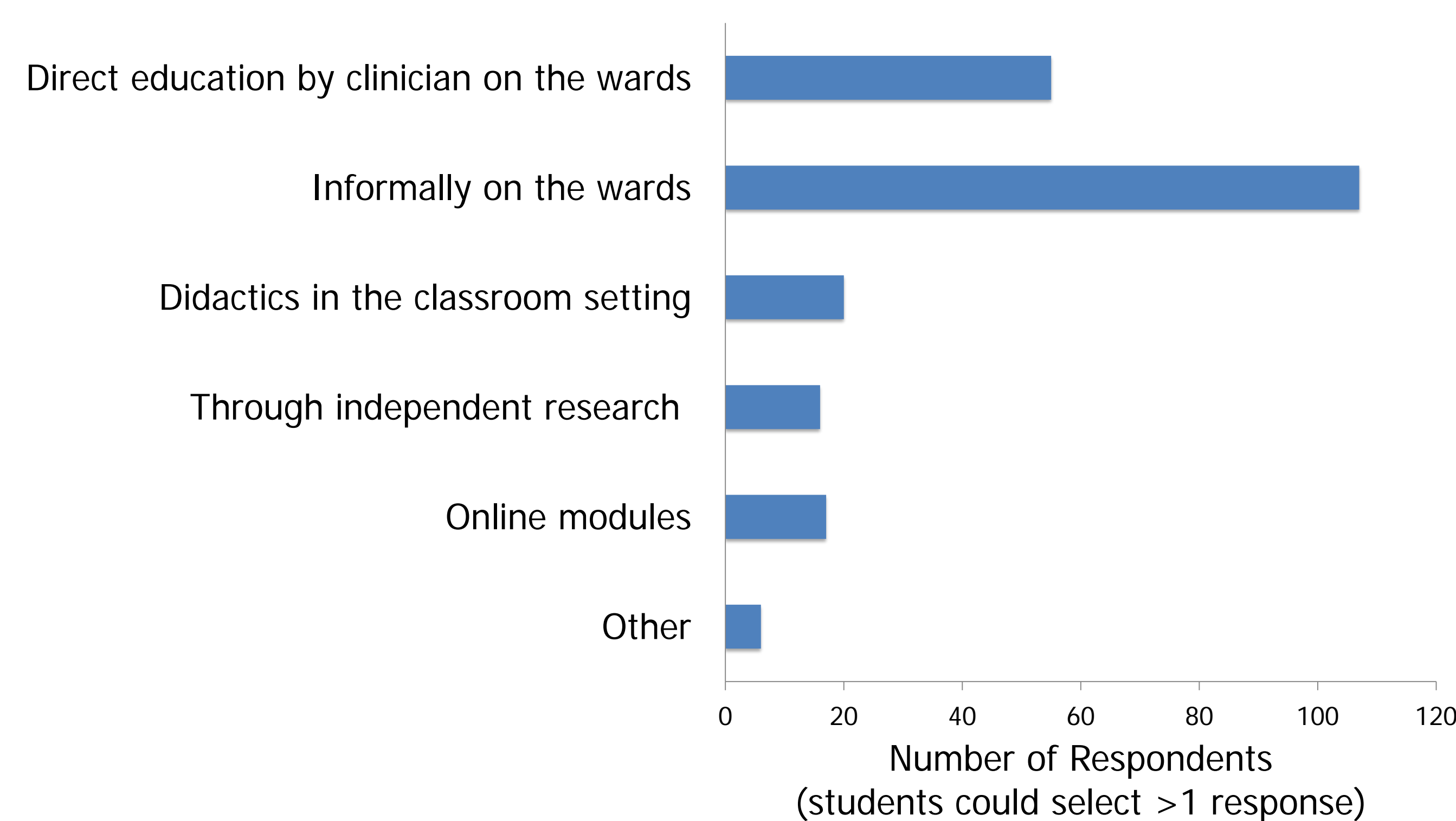
Curricular Intervention: Knowledge, Attitudes, and Skills with Informed Consent in Fourth-Year Medical Students

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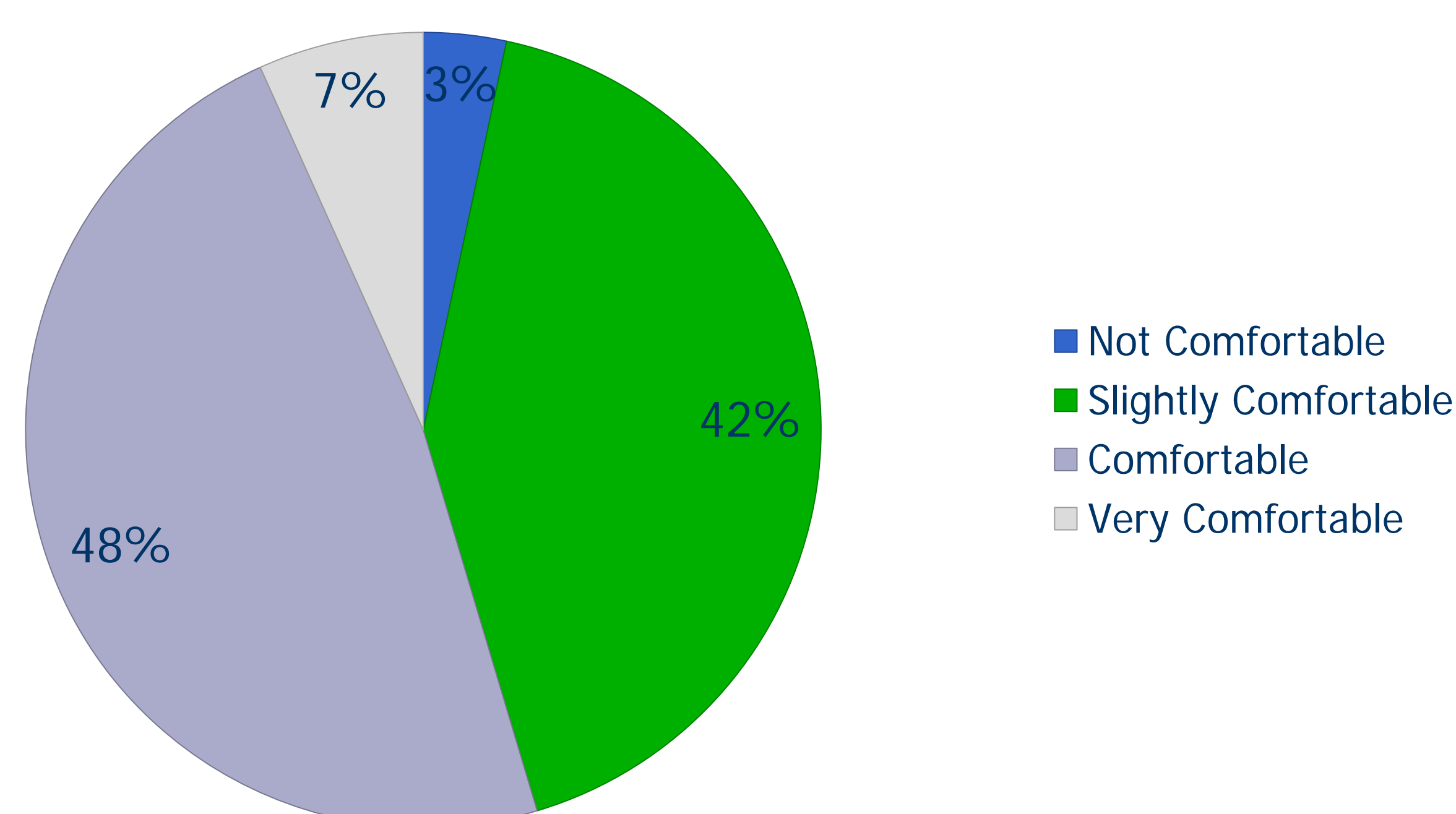
BACKGROUND

- Informed consent is a critical component of the patient-provider relationship, yet current education practices may leave gaps in student knowledge
- The ACGME has identified obtaining informed consent (IC) as one of the Core Entrustable Professional Activities for Entering Residency (CEPAER).¹
- Provider discomfort with obtaining IC is often reported in the literature, and associated with a poorly executed informed consent process³⁻⁵
- A flipped-classroom model and Standardized Patients (SPs) provide a unique, realistic, and low-risk environment for students to practice responding to difficult and complex situations²

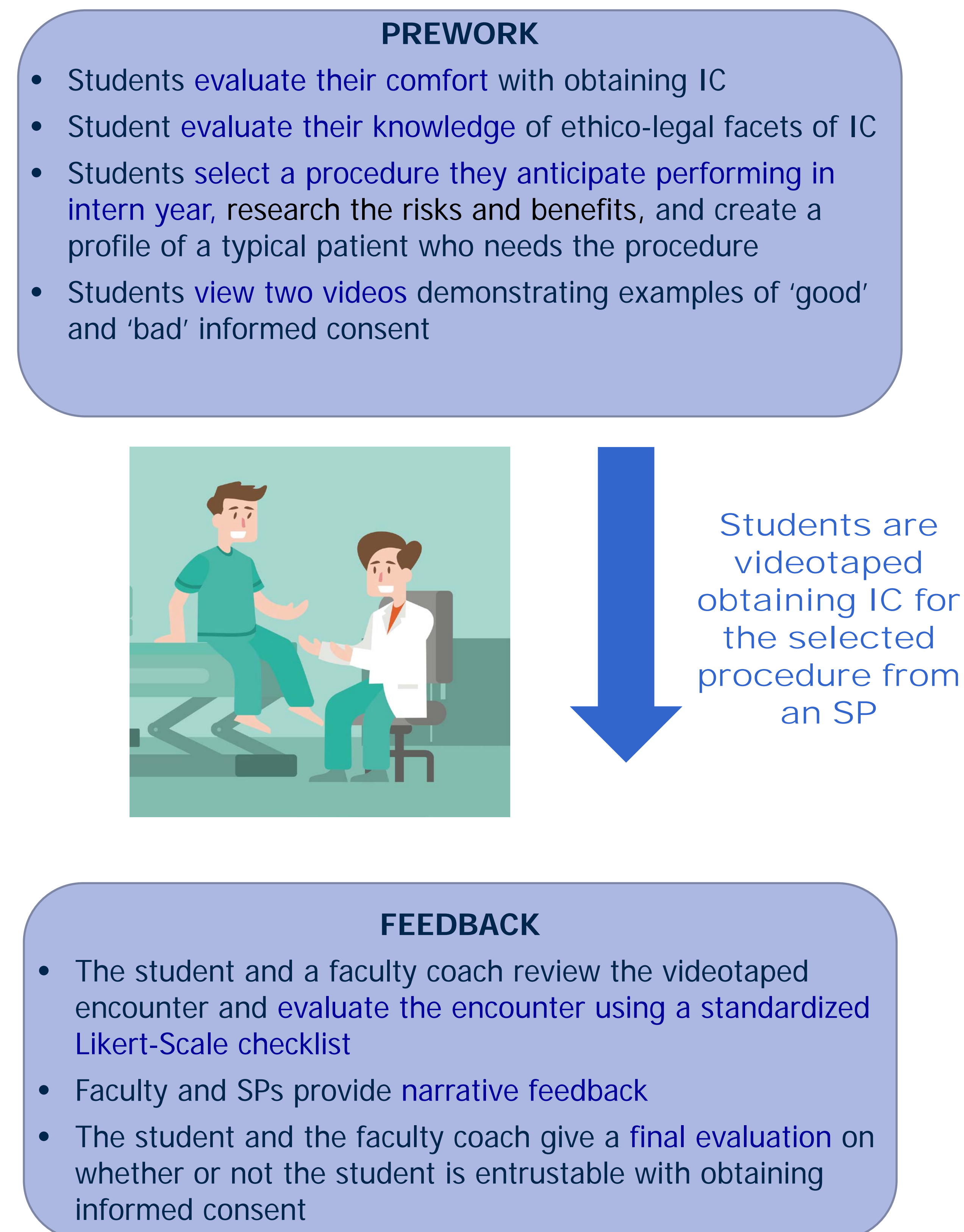
PRE-INTERVENTION EXPOSURE TO IC



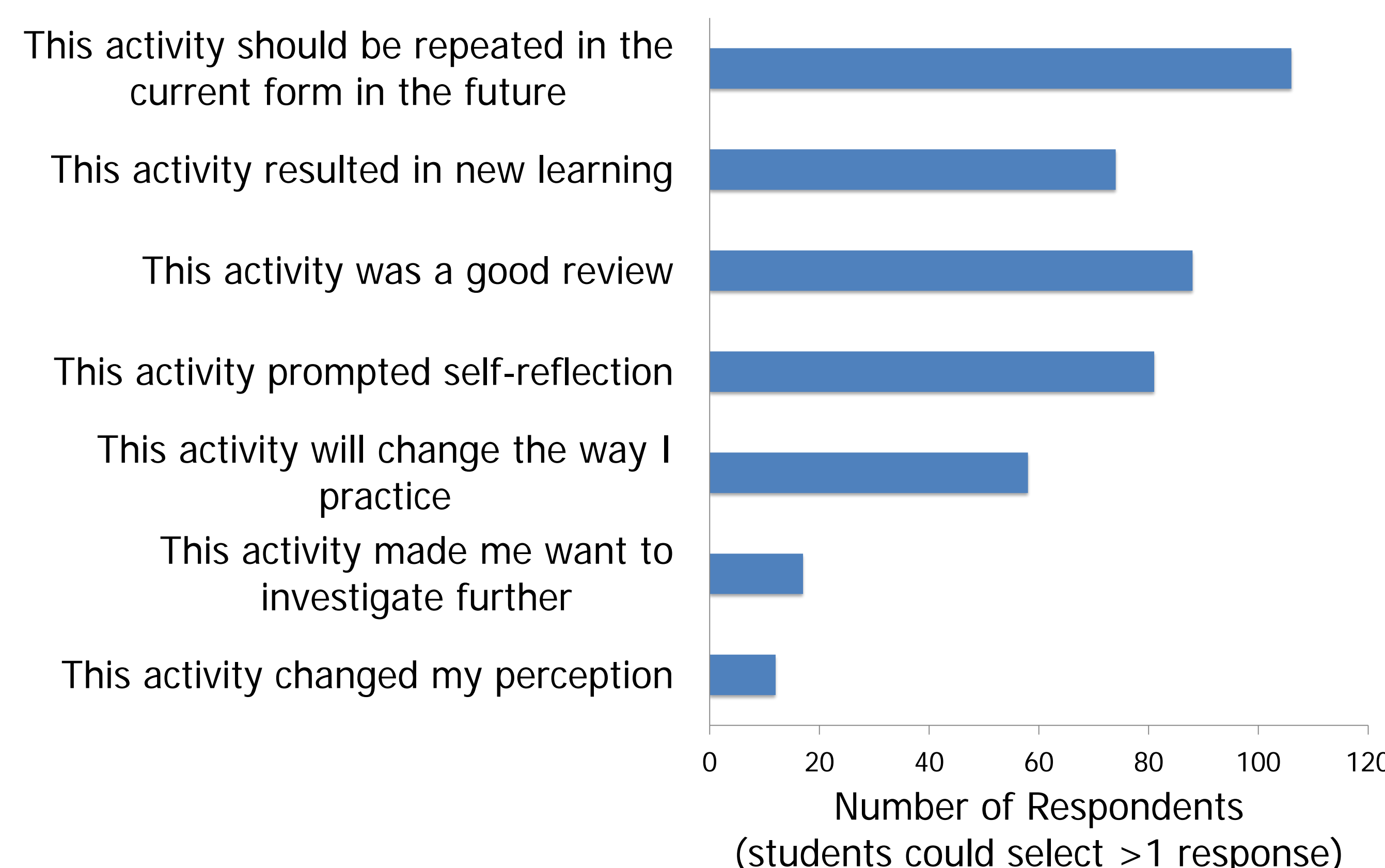
PRE-INTERVENTION COMFORT WITH IC



EDUCATIONAL INTERVENTION



Student Response to Activity



POST-INTERVENTION

- Data and feedback are available for students who participated in this activity as part of the 2017 Capstone Course, a mandatory transition to residency course.
- Students demonstrated gaps in ethical and legal aspects of IC; most missed question incorrectly identified IC as a safeguard for the physician (81%)
- In reviewing students' encounters with the standardized patients, *faculty members deemed 96% of students 'entrustable'* with the skill of obtaining informed consent, which did not significantly differ from student self-evaluations ($p=0.4785$).

Student Self Evaluation	Pre-Intervention	Post-Intervention
	68	7
Entrustable	52	103

Missing (n=10)

CONCLUSIONS

We believe this flipped-classroom model represents an effective model for teaching informed consent to medical students. The curriculum is flexible, perceived as useful by students, and results in students achieving competency. *Student attitudes towards the curriculum are overwhelmingly positive.*

NEXT STEPS

We hope to expand the education that students receive regarding the ethical, historical, and legal context for informed consent. We are currently developing a video that addresses these topics to be incorporated into the independent prework.

REFERENCES

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- ⁴Falagas, Matthew E., et al. "Informed consent: how much and what do patients understand?." The American Journal of Surgery 198.3 (2009): 420-435.
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