Medical Students Survey Response / Consent Rate (180 Medical Students Per Year)

<table>
<thead>
<tr>
<th>RESPONSES</th>
<th>2014</th>
<th>2013</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES Participate</td>
<td>80.5%</td>
<td>52.4%</td>
<td>80.0%</td>
</tr>
<tr>
<td>NO Participate</td>
<td>19.5%</td>
<td>47.6%</td>
<td>20.0%</td>
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</tbody>
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Encouraging-discussion on abortion among peers

Counseling: patients with different points of view from years

The topic of abortion should be part of the medical curriculum

I feel better equipped now to discuss abortion with patients

I feel better equipped now to discuss family planning with patients

BLACKBOARD DISCUSSION: Students expressed new awareness about abortion laws, desire for medical education, unbiased information, appreciation of physician responsibilities, and support for sex education.

Access to Care Counseling a Patient Evidence in Literature Discussion Beneficial Sex Education Unbiased Information Physician’s Responsibility

• "I realize that we cannot definitely, scientifically say that the baby is a conscious human being. However, I don’t believe we can definitively say that it does not. I think that impact on the side of the protecting the embryo.

• "I, for one, am at a point where I would be uncomfortable receiving training on how to perform abortions. Not that I believe it is a critical service for women’s health and mental health of our society."

• "This is a difficult situation for the physician to be in. The physician has to go against their personal beliefs and provide unbiased information to the patient.

FOCUS GROUPS: Two focus groups were conducted after students completed their third-year rotations. Students’ experience in their clinical rotations was dependent on the hospital setting.

PROBLEM BASED LEARNING: A 17-year-old high school junior attends a local adolescent clinic for the first time with concerns about a vaginal discharge and irregular menses. She discovers she is unexpectedly pregnant.

MULTIPLE CASE SCENARIOS: The multiple case format stimulated thoughtful, student-led facilitated small group discussions.

REFERENCES:


APGO Medical Student Educational Objectives: 10th Edition

REFERENCES:

Combined with a lecture, a multiple case, PBL format was an effective method for presenting abortion as a medical topic with ethical implications. Adding an online forum and a focus group allowed students and faculty to recognize that students hold nuanced views that do not always emerge in class discussion.

Limited support and ambivalence about actually providing abortions seems to be the norm for preclinical students. Whether this represents continuation of attitudes formed before medical school, and whether clinical experience leads to shifts in either direction are questions for further research.

CONCLUSIONS

TAKE-AWAY

"It’s complicated" Students appreciate the complexity of counseling women with unintended or compromised pregnancies.

Opinions vary: Milennial students view abortion as more than a medical topic. A substantial minority oppose abortion or contraceptive education, and believe in protecting embryos.

Controversial topics require innovative educational methods: An open forum with ground rules permits minority voices to be heard and discussed in a professional manner.

BACKGROUND

Abortions typically occur outside of academic medical centers, in a highly politicized context. As adult learners, students may have well-formed beliefs about abortion. Few schools address the subject in the clinical years and even fewer in the pre-clinical years. Fulfilling the APGO mandate to provide abortion education requires the development of innovative approaches.

METHODS

Since 2005, our longitudinal, small group, PBL curriculum has included several weeks devoted to unplanned pregnancy in a late adolescent girl. The multiple case format stimulated thoughtful, student-led facilitated small group discussions.

ETHICS LECTURE – CLICKER QUESTION EXAMPLE

Is there a difference between discarding an embryo which carries a fatal disease and aborting a fetus for similar reasons?

RESULTS – QUANTITATIVE

SURVEYS: In all three years, approximately 85% of students indicated support for abortion and contraceptive education and against protection of embryos. 15% held opposite views.

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