Introduction to MCS 2

Introduction

This first session of MCS 2 begins in lecture. Mike Vetrano will briefly explain the course syllabus and procedures for this year.

Today’s class focuses on the MCS group process itself. In addition to being an opportunity to explore issues and viewpoints in depth, MCS groups are intended to be a microcosm of the kind of professional conversations that physicians have with one another, other professionals, and patients. Beyond these issues, MCS section meetings are an opportunity to practice and develop these skills with one another.

In lecture today we will also go over some basic techniques and pitfalls that physicians need to know about in order to build effective relationships. We will focus on skills that you will be able to use in your group discussion this year.

We are also privileged as we begin this year to receive a few words from Dr. Eric Cassell, a noted physician, writer, and ethicist. www.ericcassell.com

Following this we will adjourn to section where section faculty and students can meet one another. The practical tasks for the week are to decide discussion leaders for the coming weeks and to begin discussion on next week’s case: The Needlestick.

Objectives

At the conclusion of this class you should:

1. Understand the responsibilities of students and section faculty for MCS 2
2. Understand the grading system for classes and papers
3. Have leaders assigned for each week and understand the responsibilities of leaders
4. Be able to explain the talking and listening skills needed to discuss ethical issues in a professional and respectful manner.

Preparation

1. Read Wayne Lewis article on Medical Humanities.
2. Read the CBase materials on this course including:
   ° The course description
   ° The section on grading with special attention to the grading for class participation.
   ° The variety of projects available Projects

Process

1. Introductions: Class members and faculty should introduce themselves to one another.
2. Discuss MCS 2’s case focus and the relationship of MCS 2 to MCS 1. Key point: MCS 2 builds on the concepts explored in MCS 1 using cases to develop analytical
skills, judgment, and professionalism in evaluating the cases and communicating information and perspectives to one another.

3. Review the role of leaders and choose leaders for the next sessions.
4. Review the process for grading and accountability. Section faculty should describe the grading process for Section.
5. Finally: Read the case for next week. Ask the class what information they would need to understand:
   - What the injured student should know about Needlestick injury prevention and care
   - What is the probability that a Needlestick injury would result in serious illness
   - Who is responsible for the safety of medical students
   - What ethical / legal boundaries apply to securing the testing of a patient involved in a Needlestick injury

Articles on File

Wayne Lewis, Medical Humanities, *BMJ* 2003; 327:s65-s66 (30 August)

Responsibilities of Leaders

Each MCS class will have a student leader and unless otherwise directed in the study guide the following are the leader’s responsibilities.

1. To be completely prepared for the class. The leader should read all the required and suggested materials and explore any suggested online information.
2. If the class needs to be divided into groups for the week or if the directions require work to be divided and accomplished before class – the leader communicates these needs / decisions to the group.
3. The leader begins the class by giving a short overview of the topic for the week including:
   - The pertinence of the topic to medicine / medical information
   - The issues at hand and controversies to be addressed
   - Framing questions for the discussion in class
4. The leader suggests a way to begin the discussion.
   - Moderates the discussion and keeps the conversation on point.
   - Insures that everyone has a chance to participate and that no one dominates the conversation.
5. The leader brings the class to a conclusion, summarizing the discussion and any conclusions of the class.