



# The Enrichment Module - A Student Experience Fostering Humanism in Medicine

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## ABSTRACT

Many medical students complete the pre clinical years without feedback for, experience with, or challenges in the humanistic appreciation of medical care. As an integral part of the Primary Care Scholars Pathway (PCSP) at LECOM, the students participate in an Enrichment Module which provides early exposure to the humanistic needs of medicine. This module was designed to enhance the motivation of PCSP students towards a career in primary care medicine. With this early exposure, students begin to realize the importance of individualized patient care as it relates to family, culture, religion, and self. They begin to respect the humanistic approach to patient care as it co-exists with the technical aspects of health care.

The Enrichment Module introduces students to procedures that enrich the primary care experience in the second year. Individual students are sent to practice settings to cultivate the humanistic approaches in patient encounters involving deliveries, colonoscopies, cardiac testing, STI evaluation, immunizations, and hospice care to name a few. Later in the year they undergo emergency medicine, house staff, and geriatric medicine experiences to complete the module. Each week the students report to the class the aspects of the prior week's encounters, stressing the affect of the experience on the patients, medical staff, and themselves. The summer session culminates with an oral presentation to selected members of faculty and staff on how the different aspects of the module enriched their lives.

The students learned much about themselves during the module as they expressed their changes in their oral reports. Faculty members voiced opinions that these students exhibited advanced attitudes and dispositions compared to the typical students in this time frame of medical training. This enrichment experience will continue to affect performance and confidence in the students throughout their professional lives.

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## BACKGROUND

Many would believe that wanting to become a physician would innately predispose an individual to excel in the **humanistic characteristics**: empathy, compassion, humility, to name a few. But faculty and preceptors may find a student holding a different "ideal". Therefore, the authors feel that pre-clinical medical education should include a course dedicated to fostering the humanistic aspects necessary for the development of a strong patient-physician relationship, especially for those aspiring to become primary care physicians.

- The patient-physician relationship forms the foundation of primary care medicine.
- Empathy is crucial for a successful patient-physician relationship, and is particularly important in the primary care setting.
- Medical education in general focuses on the science of medicine, but the humanistic component is often left to the individual student to develop later, or in some cases, not at all.

The new 3 year **Primary Care Scholars Pathway (PCSP)** at LECOM (Erie) is focused on training medical graduates who will enter primary care residencies with very well developed, patient-centered humanistic qualities.

- PCSP students begin out-patient and hospital clinical preceptorships starting with the first semester of medical school.
- During the PCSP OMS II year, students complete the Clinical Enrichment Module prior to entering clinical clerkships.

## THE ENRICHMENT MODULE

- This modular course is designed to enhance the motivation of PCSP students towards a career in primary care medicine.
- The module introduces the student to the patients who experience procedures and modalities, who by their nature will enrich the primary care experience for the student.
- The student is exposed to clinic and hospital patient care and its laboratory modalities that are utilized in the diagnostic and treatment process of primary care medicine.
- This enrichment experience will continue to affect performance and confidence in the student throughout the clinical rotations.
- Total course credit hours:
 

Lab:	4.75 Credit hours
Lecture:	0.75 Credit hours
<b>TOTAL</b>	<b>5.50 Credit hours</b>



## EVALUATION

- PCSP students complete a composite written report reflective of the previous week's enrichment session – a **Reflective Report**.
- Following the enrichment session, each student summarizes the report in a short oral presentation inviting discussion from the other students and faculty. The report is placed in a student portfolio file.
- Successful completion of the seven enrichment day summer sessions, including attendance record and weekly reflective sessions, (i.e., report and oral presentation) account for **70%** of the overall grade for the module.
- During the final week of the eight week summer session, each student presents a summative written report to the pathway directors – the **Final Reflective Paper**.
- Each student gives a 10 minute oral presentation to invited pre-clinical and clinical faculty, with a resulting discussion on the module experiences.
- The faculty discussion involves asking questions of the student encouraging further humanistic commentary on the experience. The faculty members evaluate the oral presentation with the discussion resulting in the final **30%** of the module grade.
- The module evaluation continues with self reflection and informal discussions with mentors in the Fall Session and Mentor Sessions.

### OMS II Summer Session

Enrichment Session #	Enrichment
1	1. Obstetrics
2	2. Gastroenterology
3	3. Cardiology 4. Respiratory
4	5. Radiology 6. Physical Therapy 7. Pharmacy
5	8. Neurology 9. Orthopedics
6	10. Immunizations
7	11. Hospice Care
8	12. STD Clinic

### OMS II Fall Session

Enrichment Session #	Enrichment
9	13. Emergency Medicine
10	14. House Officer Experience
11	15. Geriatric Medicine

### OMS I & II

Enrichment Session #	Enrichment
12	16. Mentor Sessions



## PERSONAL IMPRESSIONS

*"I heard in the student's presentation an excitement and enthusiasm in being given this opportunity for close interaction with a patient, in a real patient setting with real interpersonal relationships being formed. It seems to me that this experience greatly enhances the manner in which the student doctor will give care in future rotations."*

Lynn B. McGrath RNC, MSN, CRNP

*"The presentations by the students gave us greater insight into their feelings and experiences. I was especially impressed with the student who interacted with a patient whose lifestyle was very different from his. By talking with the patient, the student became more aware of his own prejudices/views and gained an understanding that it wasn't necessary to approve the lifestyle but care for the patient."*

Christine S. Kell, Ph.D.

*"We expect that as a student doctor a great deal of self-satisfaction is gained when that student feels he has made a difference in that patient's overall health and well-being. In other words, the student touched the life of a patient. But when a patient touches the life of the student, the loop is now closed. I believe that was what the Enrichment Module accomplished. And isn't this what Osteopathic Medicine is all about?"*

Dennis E. Agostini, Ph.D., D.O.

*"The early exposure to patient care in different fields of medicine that I was able to experience through these enrichments proved to be an advantage going into clinical rotations."*

Sibi P. Thomas, PCSP OMS II

