

## Medical Student Perception and Confidence in Informed Consent

#### A CORF EPA

Tiffany N Anderson, MD, Edmund W. Lee, MD, Sylvia Bereknyei Merrell, DrPH, MS, Michael Sgroi, MD, Dana Lin, MD, James Lau, MD, MHPE, FACS



#### **Disclosures**

## None





## **Objectives**

- Recognize that the informed consent discussion is a core EPA
- Examine medical students understanding, knowledge and readiness to perform and informed consent discussion
- Discuss the significance of the findings and plans for future intervention







#### **EPA 11: Obtain Informed Consent for Tests and/or Procedures**

From day 1, residents may be in a position to obtain informed consent for interactions. tests, or procedures they order and perform. including immunizations. medications. central lines. contrast and radiation exposures, and

blood transfusions.

An EPA: A unit of observable, measurable professional practice requiring integration of competencies

#### **FPA 11**

Obtain Informed consent

Underlying entrustability for all EPAs are trustworthy habits, including truthfulness. conscientiousness. and discernment

This schematic depicts development of proficiency in the Core EPAs. It is not intended for use as an assessment instrument. Entrustment decisions should be made after EPAs have been observed in multiple settings with varying context, aculty, and complexity and with varying patient characteristics.

#### **Key Functions with** Related Competencies

Describe the key elements of informed consent: indications. contraindications, risks, benefits. alternatives, and potential complications of the intervention

#### PC6 KP3 KP4 KP5 P6

Communicate with the patient and family to ensure that they understand the intervention

PC7 ICS1 ICS7 PC5

balance of confidence and skill to put the patient and family at ease, seeking help when needed

PPD1 PPD7 PPD8

#### Behaviors Requiring Corrective Response

acks basic knowledge of the ntervention

Provides inaccurate or misleading nformation

Hands the patient a form and requests a ignature

Uses language that rightens patient and amily

Disregards emotional cues

s unhelpful or

Displays overconfidence and takes actions that

#### → Developing Behaviors → (Learner may be at different levels within a row.)

corrects.

asking questions

Enlists interpreters

colleague

Asks for help

Has difficulty articulating

personal limitations such that

patient and family will need

reassurance from a senior

Is complacent with informed consent due to limited understanding of importance of informed consent

Allows personal biases with intervention to influence consent process

only on the directive of

Regards interpreters

can have a negative effect on outcomes

#### Lacks specifics when providing key elements of informed consent

Lacks specifics or requires prompting

Notices use of largon and self-

Elicits patient's preferences by

Recognizes emotional cues

Obtains informed consent others

Uses medical jargon

Uses unidirectional communication; does not elicit. patient's preferences

Has difficulty in attending to emotional cues

interpreter when needed

Does not consider the use of an

nefficient

Displays a lack of confidence that increases patient stress or discomfort, or overconfidence that erodes trust

Asks questions

Accepts help

#### for an Entrustable Learner Understands and explains

the key elements of informed consent Provides complete and

accurate information

Recognizes when informed consent is needed and describes it as a matter of good practice rather than as an externally imposed sanction

**Expected Behaviors** 

Avoids medical jargon

Uses bidirectional communication to build repport

Practices shared decision making, eliciting patient and family preferences

Responds to emotional cues in roal time

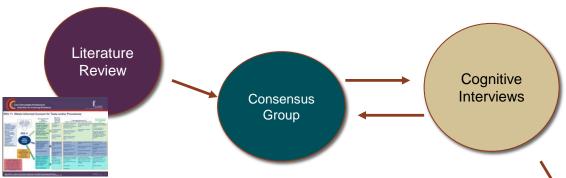
Enlists interpreters collaboratively

Demonstrates confidence

commensurate with knowledge and skill so that patient and family are at ease

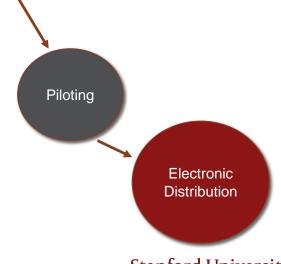
Seeks timely help

## **Development of the Survey Instrument**



#### **Final Survey Instrument**

- > 15-items
- Domains:
  - Prior experiences with ICDs
  - Confidence question
  - Medical-legal statements
  - Free-text question asks respondents to list all elements of an ICD





## **Characteristics of Respondents**

Variable RR - 86	Value N
Men Women Prefer not to specify	19 (32%) 38 (64%) 2 (4%)
Medical Student Year  Year 1  Year 2  Year 3  Year 4	5 (8%) 19 (32%) 33 (56%) 2 (3%)
Number of core clerkship rotation completed?	Mean = 2 (SD = 2)



## **Exposure to the Informed Consent Process**

Formal lecture on the informed consent process?

- No 45 (75%)

Have you every witnessed an informed consent discussion?

- No 15 (33%)

Have you ever experienced an informed consent discussion as a patient?

- Yes 29 (48%)



## Medical-legal Knowledge

Who can legally obtain consent?

Yes

Yes

Not so sure

Is a signature required?

No



## **Perceptions**

Are some elements of the informed consent discussion more important than others?





Does the elements of the discussion differ depending on setting?





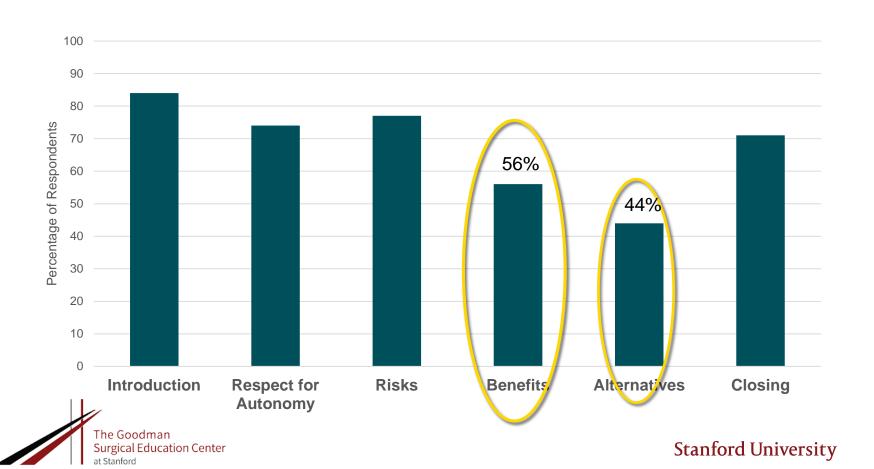
Should medical students have formal training on informed consent discussion?



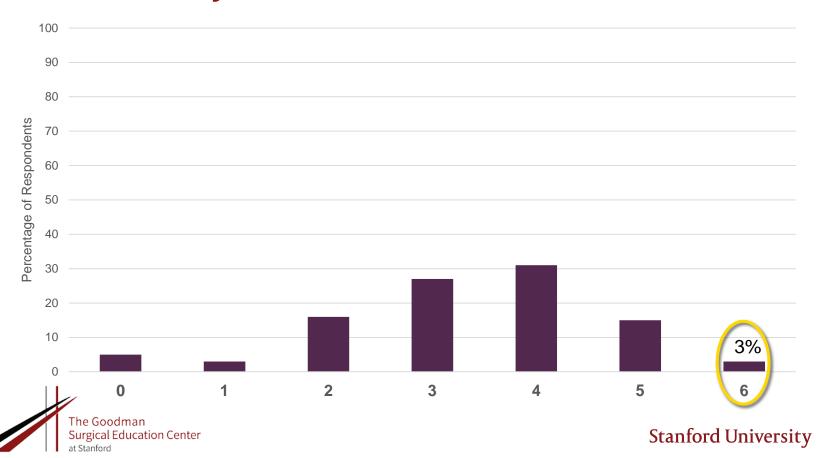




#### **Elements of an Informed Consent Discussion**



## **Number of Key Elements Identified**



#### **Limitations**

- Single institution
- Medical-legal statements are state and institutional dependent



#### Conclusion

In conclusion we have identified that despite students having received training, only 3% can even recall the fundamental elements in an informed consent discussion. However, efforts should be made to ensure that medical graduates are prepared for this experience as a resident. Our findings will be used as a foundation to create a tailored, EPA-aligned informed consent curriculum.



# Thank you!! Contact Us: TNAnders@Stanford.edu





## **Funding Source for My Research Project**

	Potential Funding Sources	Check all that apply
1	Sim center operational funds	<b>~</b>
2	Intramural grant	
3	Clinical Departmental funds	
4	Hospital operations	
5	School of Medicine	<b>/</b>
6	Hospital QI/PI Process	
7	Philanthropy	
8	Insurance Company	
9	Industry	
10	NIH/AHRQ or other governmental funding source	
11	DoD	
12	Not for Profit or Professional Society	
Other		

