On May 10, 2017, we were pleased to recognize the following graduate of the University of Iowa Carver College of Medicine HumanI Sciences Distinction Track (HDT) as part of the Distinction Track Recognition Ceremony.

Mgbachi Erondu
- Project Title: Akwaugo
- Format: Manuscript
- Mentor: Carol Scott-Conner, MD, PhD (Surgery)
We provide free consultation on ethical issues related to research design, tissue banking, genetic research results, informed consent, and working with vulnerable patient populations. In particular, we assist clinical investigators in identifying and addressing the ethical challenges that frequently arise when designing or conducting research with human subjects. These include ethical challenges in sampling design; randomized and placebo-controlled studies; participant recruitment and informed consent; return of individual-level research results; community engagement processes; and more. For more information, click here.

If you are interested to see what the UIHC Ethics Subcommittee was reading in June, click on the following links (article 1; article 2).

The University of Iowa History of Medicine Society invites you to read “Notes from the John Martin Rare Book Room, June 2017.”

The University of Iowa History of Medicine Society and the John Martin Rare Book Room now have a large number of video and audio recordings of HOMS lectures from 1985-2016. To access the recordings, click here.

“Mgbeki Erondu exemplifies the possibilities we hoped the Humanities Distinction Track would offer. Her ability to envision her creative work in the context of the rigors of medical education is a testament to her drive and talent. Her project and achievements go well beyond any I imagined. To graduate from medical school is an achievement in itself but to take time away from medical education to pursue an MFA from one of the most prestigious writing programs in the world is another thing entirely.”

“I was delighted to be asked to mentor Mgbeki in the Humanities Distinction Track. I want to emphasize that everything that Mgbeki has accomplished has happened through her own initiative. I have served purely as her advisor, and often been amazed by what she is able to do.........In fact, it is difficult for me to accurately describe her accomplishments – I feel like a small brown duck (a clinician-writer) that has hatched a trumpeter swan.”

The purpose of this paper, based on a 2016 Heidelberg International Conference on Communication in Healthcare (ICCH) plenary presentation, is to examine a key problem in communication skills training for health professional learners. Studies have pointed to a decline in medical students' communication skills and attitudes as they proceed through their education, particularly during their clinical workplace training experiences. This paper explores some of the key factors in this disintegration, drawing on selected literature and highlighting some curriculum efforts and research conducted at the University of Iowa Carver College of Medicine as a case study of these issues. Five key factors contributing to the disintegration of communication skills and attitudes are presented including: 1) lack of formal communication skills training during clinical clerkships; 2) informal workplace teaching failing to explicitly address learner clinical communication skills; 3) emphasizing
content over process in relation to clinician-patient interactions; 4) the relationship between ideal communication models and the realities of clinical practice; and 5) clinical teachers' lack of knowledge and skills to effectively teach about communication in the clinical workplace. Within this discussion, potential practical responses by individual clinical teachers and broader curricular and faculty development efforts to address each of these factors are presented.

**RESOURCES HIGHLIGHT**

**A Clinician’s Approach to Clinical Ethical Reasoning**

A Clinician’s Approach to Clinical Ethical Reasoning is a peer-reviewed article written in 2005 by Lauris C. Kaldjian, MD, PhD, Robert F. Weir, PhD, and Thomas P. Duffy, MD. In this article, the authors offer a systematic strategy that situates clinical ethical reasoning within the paradigm of clinical reasoning. The trajectory of this strategy parallels clinical reasoning: a plain statement of the initial problem, careful gathering of data, a differential diagnostic assessment, and articulation and confirmation of a justified plan. This approach pays special attention to the goals of medical care, because so much depends on whether or not physician and patient share the same goals. This approach also addresses the heterogeneity of clinical problems that at first appear ethical and acknowledges the ethical pluralism that pervades clinical ethics.

To read the full article, click here.

**THE RUTGERS JOURNAL OF BIOETHICS**

The Rutgers Journal of Bioethics is an undergraduate journal exploring the intersection of ethics, biology, society and public policy. It has been published each year since 2009. While the journal solicits articles from all persons wishing to participate in the open discussion on bioethics, it is staffed by students at Rutgers, the State University of New Jersey. The journal welcomes all unsolicited original essays, book reviews, editorials and art. Some example subjects are medical treatment, biological warfare, research ethics, medical sociology, social justice, history of medicine/science, medical case analysis, eugenics, gene therapy, human cloning, medical malpractice, and healthcare policy; however, you are not limited to these topics.
Submission Guidelines:

COVER SHEET: Article title, author name(s), institutional affiliation, date of submission, abstract, and contact information (e-mail and phone number).

SUBMISSION: Submit as a Microsoft Word Document (.doc/.docx), in double-spaced, Times New Roman, 12 point font. The following submission types are accepted: opinion editorials (1-3 pages in length), long and short book reviews (1-10 pages, include bibliographic information on book) and research papers (8-15 pages in length of content, not including citations).

CITATIONS: Use the style guidelines outlined by the American Psychological Association (APA). Do not submit articles with more than 30 citations.

To submit, email your cover sheet and submission to rubioethics.journ@gmail.com; ATTN: ARTICLE SUBMISSION.

THE RUTGERS JOURNAL OF BIOETHICS (CONTINUED)
A CALL FOR PAPERS

BIOETHICS IN THE LITERATURE

⇒ Chan S. How to rethink the fourteen-day rule. Hastings Cent Rep, 2017 May; 47: 5-6.
⇒ Gray K. A black Alzheimer's patient wants to be part of the cure. Health Affairs (Project Hope), 2017 June; 36: 1129-1132.
⇒ As Patients Turn to Medical Crowdfunding, Concerns Emerge About Privacy. The Conversation, June 1, 2017.