

EFFECT OF AN EDUCATIONAL INTERVENTION ON INCORPORATION OF IGNATION VALUES INTO CONTINUING MEDICAL EDUCATION AT A JESUIT MEDICAL SCHOOL (WORK IN PROGRESS)

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Purpose: Ignatian values are complex and protean, but include such constructs as caring for the whole patient, special consideration for those most in need, continually striving to do more and to be better, and concern for justice. Although a mission of Jesuit medical schools is to incorporate these values into continuing medical education (CME), systematic tools specifically addressing these concepts are lacking. We are assessing the utility of a structured intervention on the inclusion of Ignatian values into CME.

Methods: This is a pre-/post-intervention study: the intervention consisted of written materials and a video which are reviewed during the CME planning process. These tools were incorporated into routine use for programs scheduled to begin after January 1, 2010. An adjudication committee reviewed the learning objectives for each CME-accredited presentation completed during calendar year 2009 and for each presentation scheduled for calendar year 2010. This committee assigned a dichotomous outcome (yes/no) regarding incorporation of Ignatian values in each CME activity.

Results: 12.2% of CME content during calendar year 2009 contained content relevant to Ignatian values: public health and psychiatry conferences were most likely to include these concepts. Preliminary data from calendar year 2010 shows that 32.6% of planned CME content will incorporate Ignatian values. A significant shift to include such material was seen within several specialties (pediatrics, critical care, surgery).

Conclusions: An educational intervention coupled with simple process changes can effectively alter CME program planning to incorporate core values reflective of an institution's mission statement.