

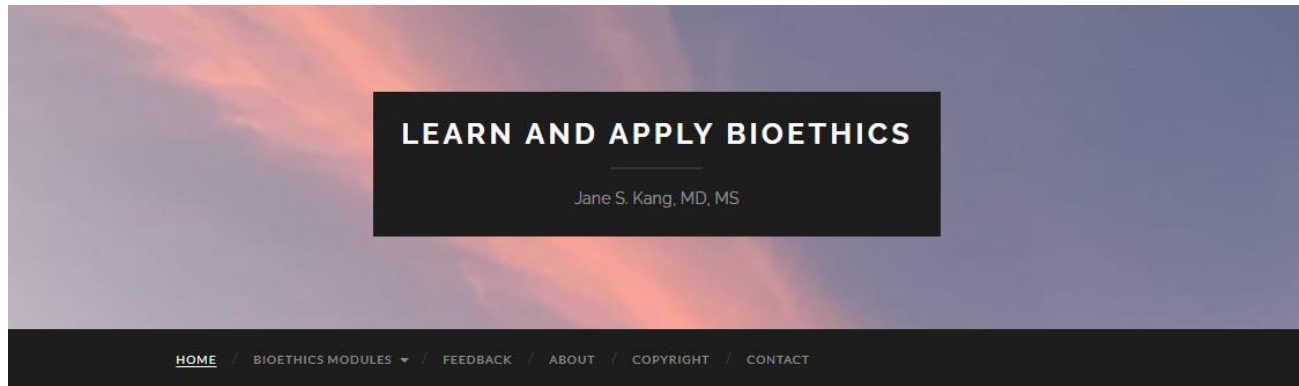
Jane S. Kang, MD, MS

### Clinician Scholar Educator Award

“An Interactive, Case Based, Online Ethics Curriculum: Issues in Industry Interactions and Industry Funded Trials”

Sponsor: Rheumatology Research Foundation

I have included a sampling of my interactive, online ethics curriculum which can be accessed on my website “Learn and Apply Bioethics” (<https://blogs.cuit.columbia.edu/jsk2182/>).



## Welcome

Thank you for visiting my **LAB** (**L**earn and **A**pply **B**ioethics)! This is my educational, bioethics website that has interactive modules to help trainees build a bioethical foundation to evaluate bioethical issues in clinical care and research.



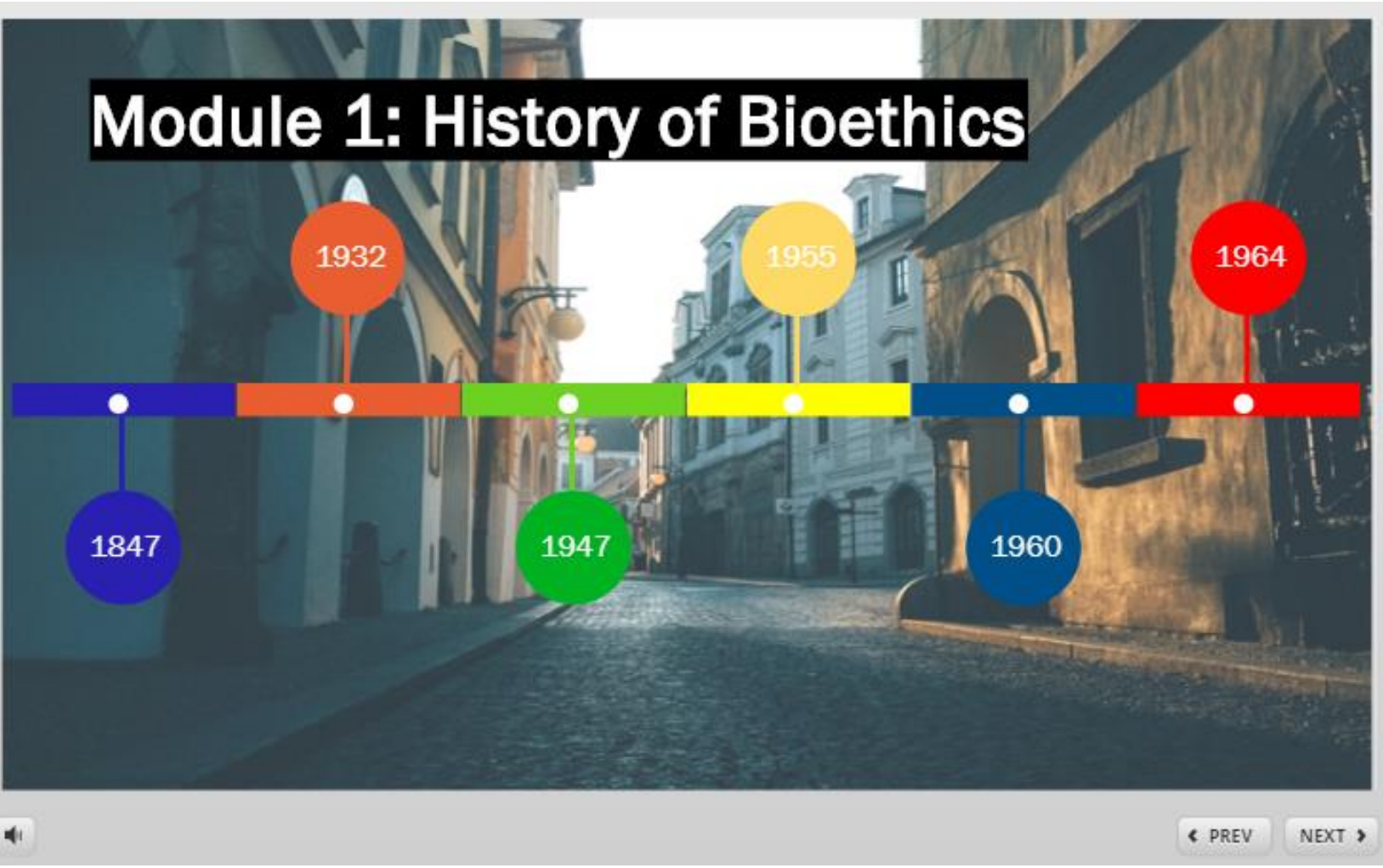
Explore the Modules



About

- [Home](#)
- [Bioethics Modules](#)
  - [Module 1: History of Bioethics](#)
  - [Module 2: Principles of Bioethics](#)
  - [Module 3: Conflict of Interest](#)
  - [Module 4: Use of Placebo](#)
  - [Module 5: Globalization of Clinical Research](#)
- [Feedback](#)
- [About](#)
- [Copyright](#)
- [Contact](#)

# Module 1: History of Bioethics



1847

1932

1947

1955

1960

1964

PREV

NEXT

Below is an interactive online activity that is part of the “History of Bioethics” module that asks learners to drag the events on the left into the correct years that they occurred on the right:

Below are major events in the history of bioethics. Drag each event on the left into the correct year on the right.

Nuremberg Code	1847
Tuskegee	1932
Hemodialysis	1947
AMA Code of Ethics	1955
Declaration of Helsinki	1960
Willowbrook	1964

Navigation: A red circle with a yellow left-pointing arrow and a blue progress bar are located at the bottom center of the activity area.

Audio: A speaker icon is located at the bottom left of the interface.

Submit: A button labeled "SUBMIT" is located at the bottom right of the interface.

Once the learners drag the events to the appropriate years on the right, they receive immediate feedback on the activity:

Below are major events in the history of bioethics. Drag each event on the left into the correct year on the right.

Nuremberg Code

linki

CS

willowbrook

**X**

Incorrect

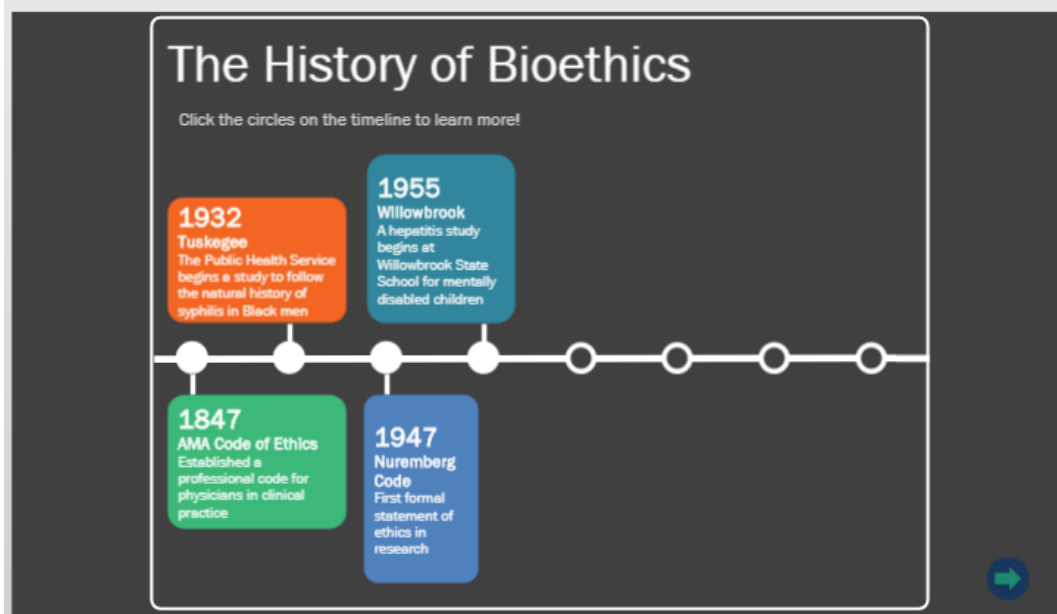
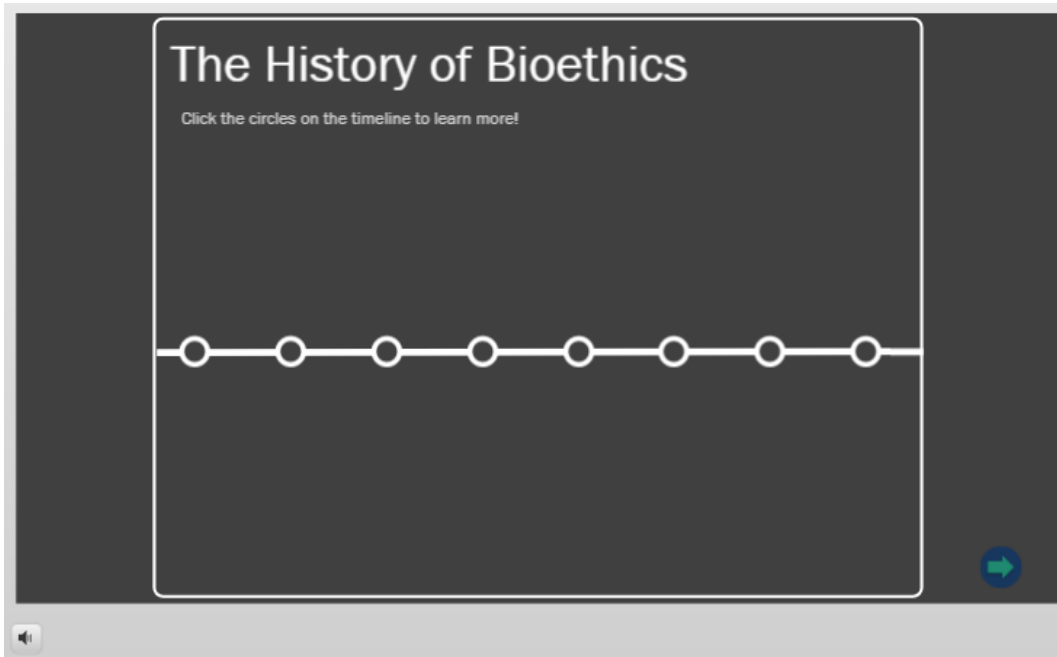
That is incorrect. Please try again.

Try Again

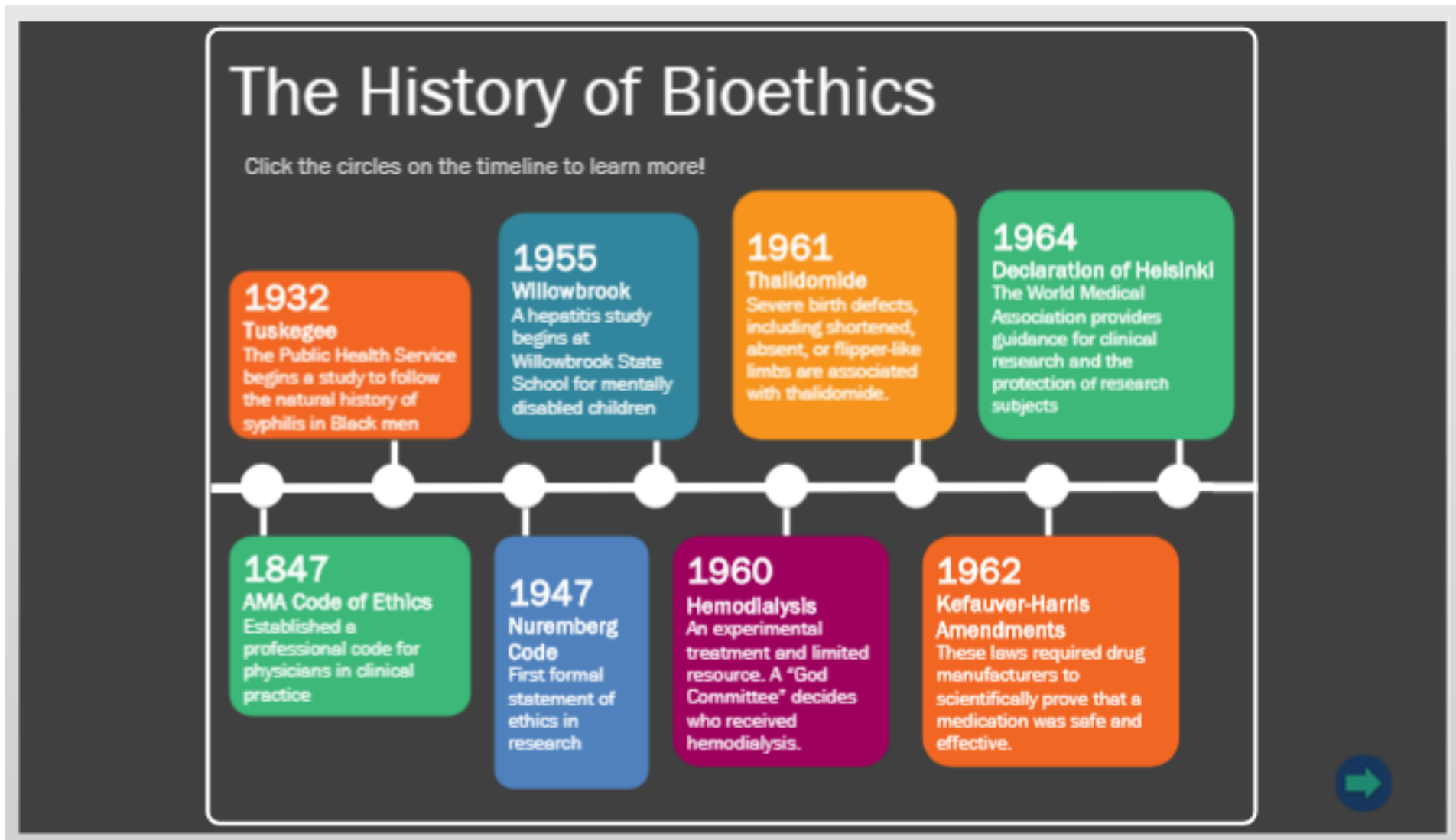
←

The image shows a digital learning interface. On the left, a text box contains instructions: "Below are major events in the history of bioethics. Drag each event on the left into the correct year on the right." To the right, there is a vertical list of event names: "Nuremberg Code", "linki", "CS", and "willowbrook". A central white dialog box is overlaid on the screen, displaying a red "X" in a circle, the word "Incorrect", and the message "That is incorrect. Please try again." Below this message is a "Try Again" button. At the bottom of the screen, there is a navigation bar with a red circular button containing a white left-pointing arrow and a blue progress bar.

Fellows can learn the information in various interactive formats. As shown below, learners click through an interactive timeline to get an overview of some of the major bioethical events in history:



Once they click through the whole timeline it will look like this:



**Additionally, learners take short online quizzes that vary in format, such as choosing all answers that apply:**

Which of the following key points are included in the Nuremberg Code?

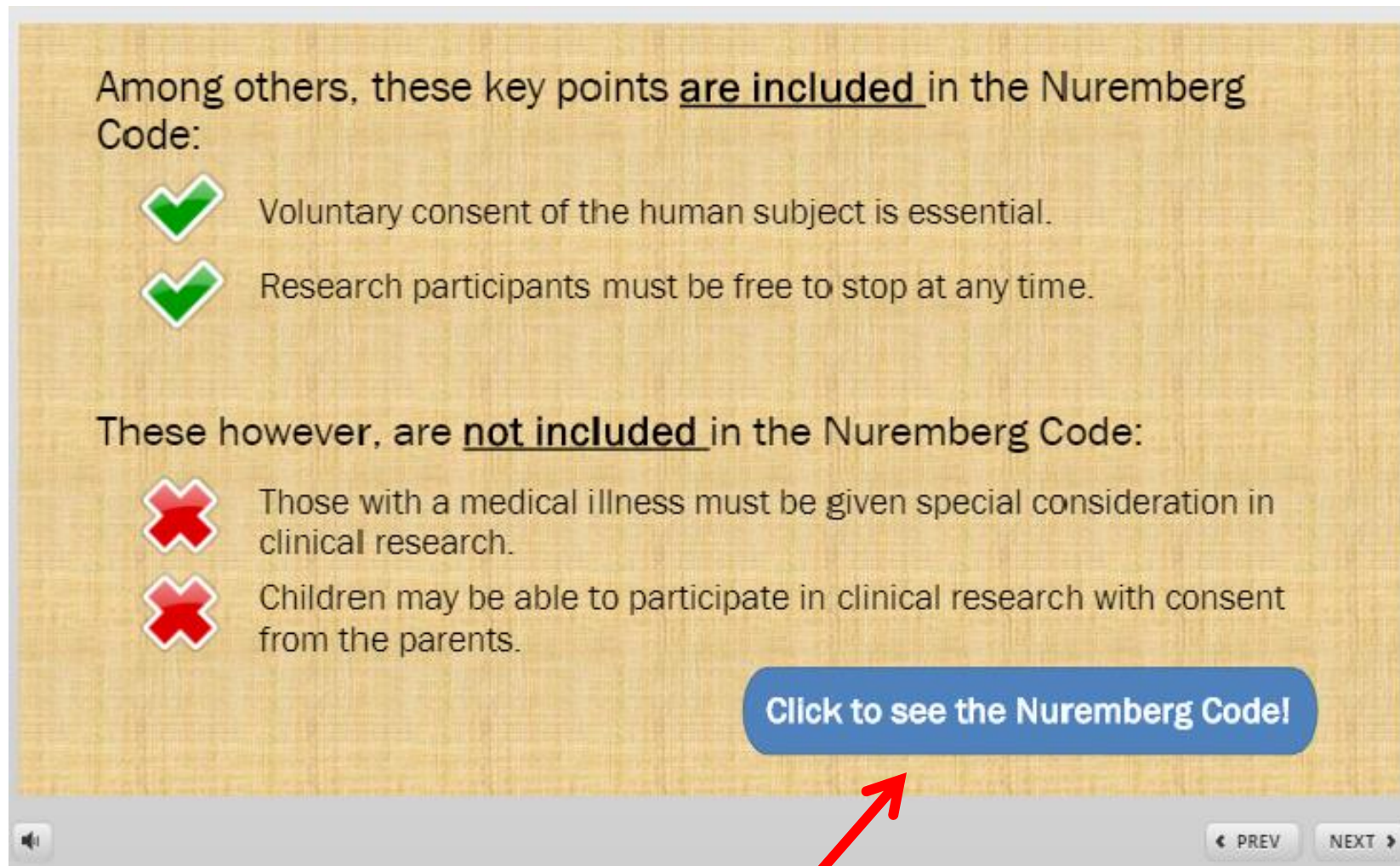
Click on all that apply.

- Research participants must be free to stop at any time.
- Those with a medical illness must be given special consideration in clinical research.
- Children may be able to participate in clinical research with consent from the parents.
- Voluntary consent of the human subject is essential.



SUBMIT

Learners then receive immediate feedback:



Among others, these key points are included in the Nuremberg Code:

- ✓ Voluntary consent of the human subject is essential.
- ✓ Research participants must be free to stop at any time.

These however, are not included in the Nuremberg Code:

- ✗ Those with a medical illness must be given special consideration in clinical research.
- ✗ Children may be able to participate in clinical research with consent from the parents.

[Click to see the Nuremberg Code!](#)

◀ PREV    NEXT ▶

External links are also provided for learners who want to learn more.



Straightforward multiple-choice questions are also used to test their knowledge:

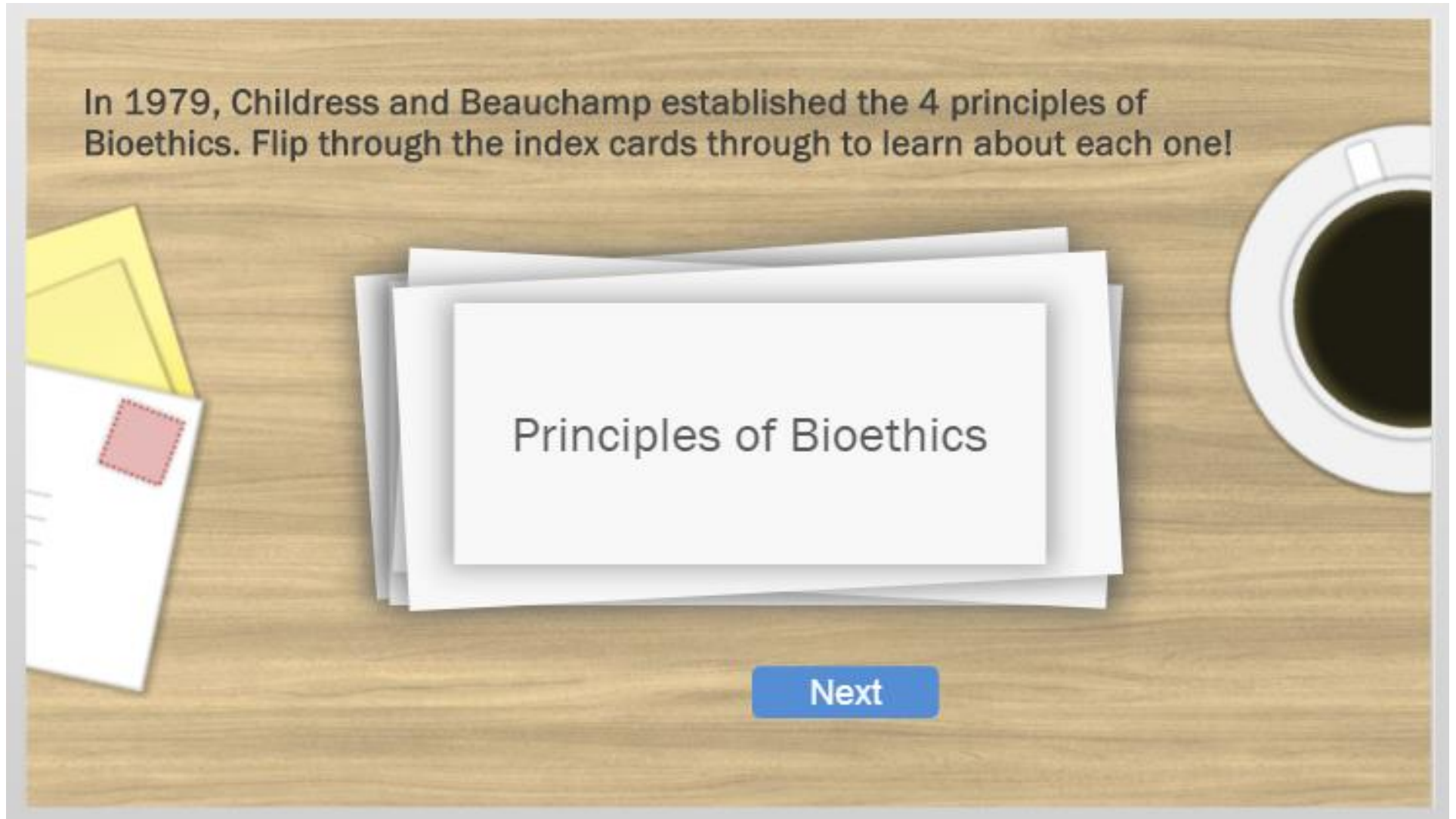
In what year was the definition of brain death established?

- 1942
- 1957
- 1975
- 1968

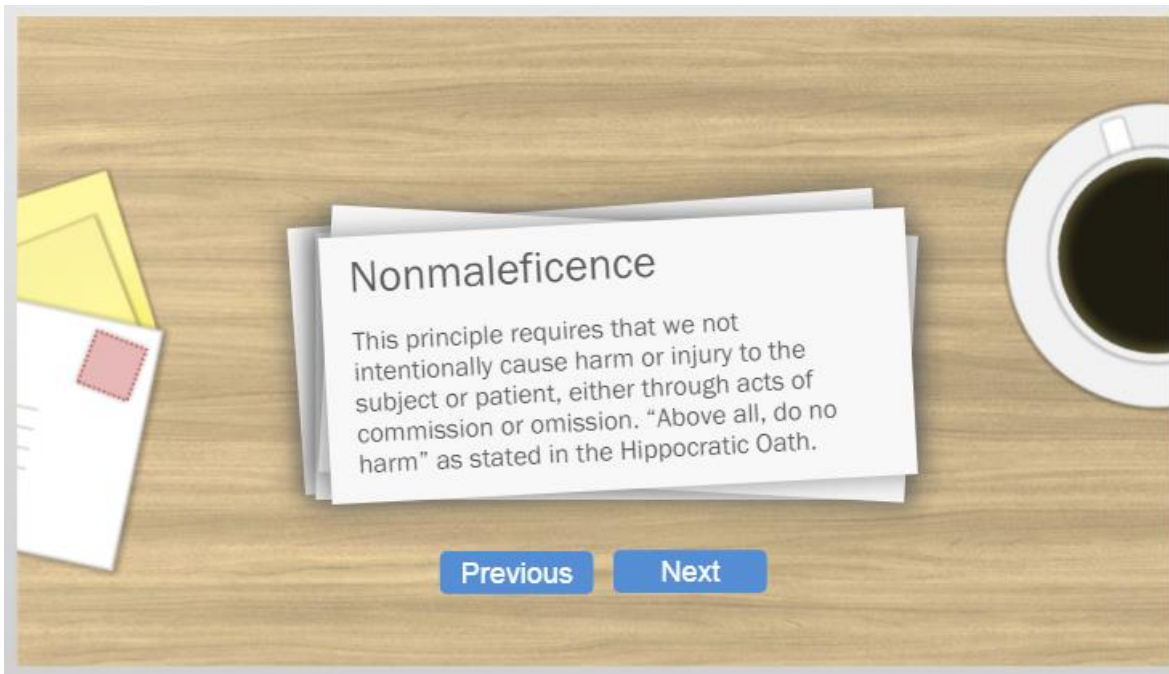


SUBMIT

A review of major bioethical principles is done in an interactive, online format. In this example, learners click through the module to see virtual index cards explaining the principles of bioethics:



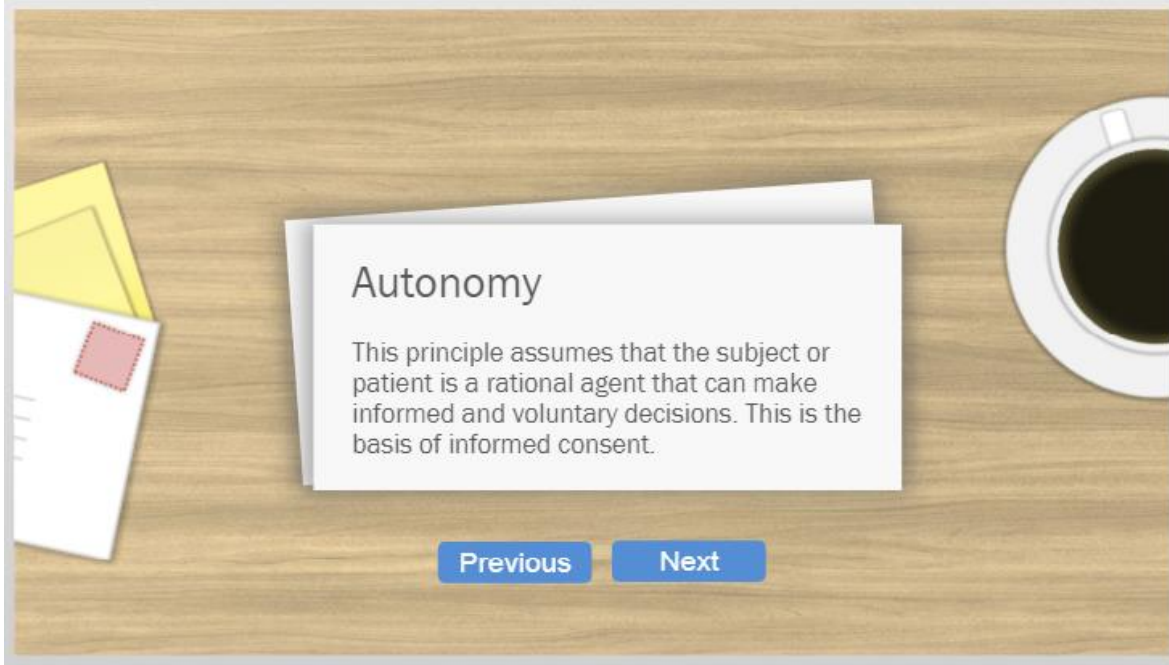
As the learner clicks through the index cards, each principle of bioethics is revealed and reviewed:

An index card titled "Nonmaleficence" is displayed on a wooden desk. The card is part of a stack and is surrounded by a yellow envelope, a white envelope with a red stamp, and a white coffee cup with black coffee. The card contains the following text:

**Nonmaleficence**

This principle requires that we not intentionally cause harm or injury to the subject or patient, either through acts of commission or omission. "Above all, do no harm" as stated in the Hippocratic Oath.

[Previous](#) [Next](#)

An index card titled "Autonomy" is displayed on a wooden desk. The card is part of a stack and is surrounded by a yellow envelope, a white envelope with a red stamp, and a white coffee cup with black coffee. The card contains the following text:

**Autonomy**

This principle assumes that the subject or patient is a rational agent that can make informed and voluntary decisions. This is the basis of informed consent.

[Previous](#) [Next](#)

After learners are given definitions of the principles of bioethics, they are given other interactive activities to test their knowledge of these principles:

**Definitions of the Principles of Bioethics**  
Match up the correct descriptions to the principles on the left as the items are revealed. Hit Submit to view feedback.

Fair distribution of goods & services

Autonomy

Beneficence


Nonmaleficence

Justice

SUBMIT

The image shows an interactive matching exercise. The background is a collage of question marks on various colored sticky notes. The title 'Definitions of the Principles of Bioethics' is at the top. Below it, instructions state: 'Match up the correct descriptions to the principles on the left as the items are revealed. Hit Submit to view feedback.' A dashed-line box contains a grey box with the text 'Fair distribution of goods & services'. To the left of this box are four black boxes with white text: 'Autonomy', 'Beneficence', 'Nonmaleficence', and 'Justice'. At the bottom right, there is a 'SUBMIT' button and a small speaker icon at the bottom left.

Learners are also asked to apply these bioethical principles to cases to test their understanding of the bioethical principles:

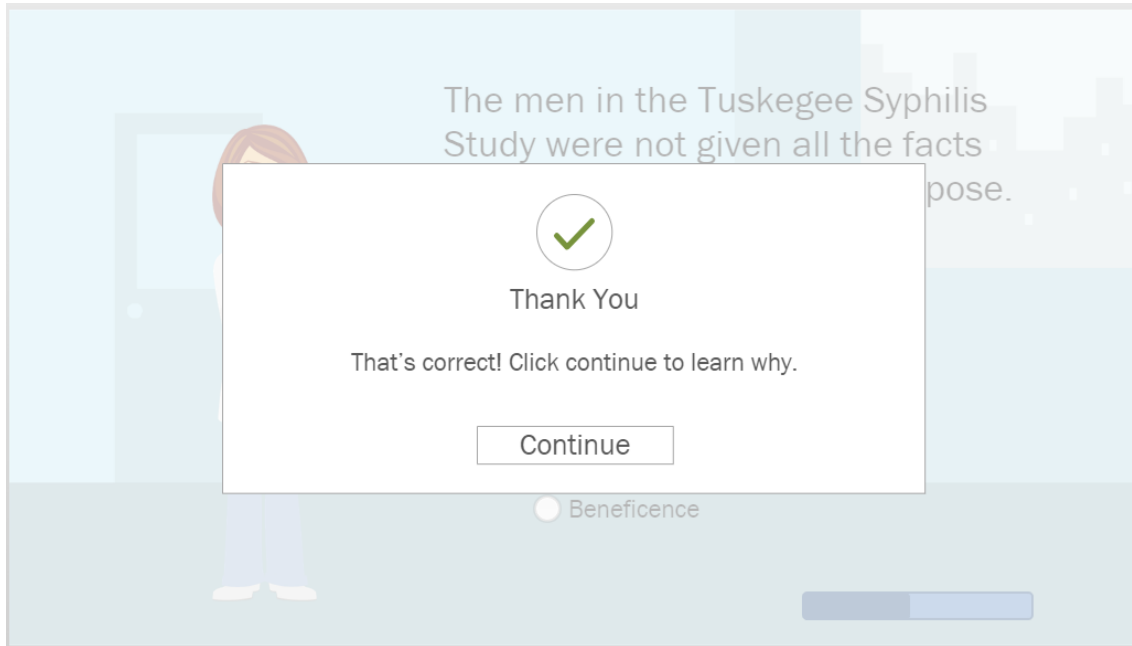


The men in the Tuskegee Syphilis Study were not given all the facts about the study or its real purpose. This violated which bioethical principle?

- Justice
- Beneficence
- Autonomy
- Nonmaleficence



Learners then get immediate feedback depending on the answer they choose, with additional interactive portions to learn more:



The men in the Tuskegee Syphilis Study were not given all the facts about the study's purpose.

Correct

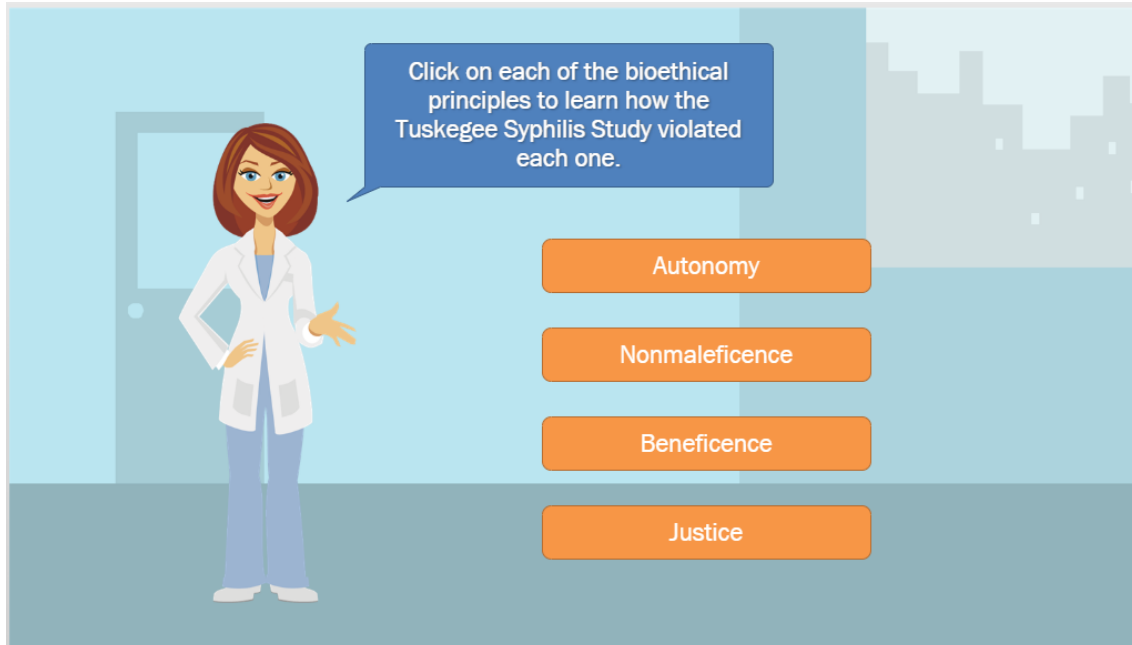
Thank You

That's correct! Click continue to learn why.

Continue

Beneficence

A progress bar is visible at the bottom right of the interface.



Click on each of the bioethical principles to learn how the Tuskegee Syphilis Study violated each one.


- Autonomy
- Nonmaleficence
- Beneficence
- Justice

A female doctor character is standing on the left side of the screen.

After the foundational modules, the later modules cover additional topics related to clinical care and research. For example, the “Conflict of Interest” module is in a “choose your own adventure” format:


## Module 3: Conflict of Interest





For the following questions, you will be asked to choose one answer. For some questions, even though none of the answers may fit your ideas exactly, please choose the one closest to your views. Your answers will not be recorded.

No matter which path you choose, the same material will eventually be reviewed so you will not miss any information. Let's start!



You are in a rheumatology practice with multiple providers. A pharmaceutical representative asks to meet with you to discuss a new treatment option for rheumatoid arthritis (RA). What would you like to do next?

- Politely decline to meet with the representative.
- Schedule a time to meet with the representative.



There are teaching points throughout the “Conflict of Interest” module with explanations and references:

The representative also gives you a flyer for a lecture that is given by a pharmaceutical employee. If you attended the lecture, what were your prescribing habits in three

At one university hospital, residents who attended grand rounds given by a pharmaceutical employee were **surveyed after three months.**

Those who attended the grand rounds were **more likely to choose the drug made by the speaker’s company,** which was more expensive, even if it was not the best choice!

Spingarn RW et al. Acad Med 1996 Jan;71(1):86-8



At the end of each module, learners can also submit feedback online:

Thanks for completing the Conflict of Interest module!



Rate me!