



**Searching for the Truth: Medicine, Morality, and the Media**  
**Catholic Medical Association**  
**September 8-10, 2022**  
**Denver, CO**



**Accreditation** This activity has been planned and implemented in accordance with the Essential Areas and Policies of the Accreditation Council for Continuing Medical Education ([ACCME](#)) through the joint providership of the Christian Medical & Dental Associations (CMDA) and Catholic Medical Association. Christian Medical & Dental Associations is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

**Physician Credit** The Christian Medical & Dental Associations designates this educational activity for a maximum of 14.75 *AMA PRA Category 1 Credit(s)*<sup>™</sup>. Physicians should only claim credit commensurate with the extent of their participation in the activity.

**Physician Assistant**

AAPA accepts certificates of participation for educational activities certified for *AMA PRA Category 1 Credit(s)*<sup>™</sup> by an organization accredited by the ACCME or a recognized state medical society. **Physician assistants may receive up to 14.75 credits for completing this activity.**

**Nurse Practitioner**

The American Academy of Nurse Practitioners Certification Program (AANPCP) accepts *AMA PRA Category 1 Credit*<sup>™</sup> from organizations accredited by the ACCME. Individuals are responsible for checking with the AANPCP for further guidelines.

**Nurse practitioners may receive up to 14.75 credits for completing this activity.**

**Nurse**

This nursing continuing professional development activity was approved by the Ohio Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation (OBN-001-91). **14.75 contact hours approved.**

**Objectives:**

- Discuss why the human body is a sign of the whole person and thus deserves respect.
- Describe how to explain to a patient that what we think about the human body influences health care decisions.
- Discuss health care regulatory, medical legal, and social factors that commonly influence the focus of advance care directives.
- Discuss the influence of language, culture and religious beliefs in patients' and caregivers' advance care planning and end of life decision making.
- Describe the approach for the development of an advance care plan for an adolescent/young adult patient.
- Describe the approach for the development of an advance care plan for patients with concern for developing dementia.
- Discuss the ethical challenges to be addressed in medical decision making for the unrepresented, incapacitated patient.
- Assess recent contributions to debates about professionalism in medicine.
- Analyze recent insights of Rod Dreher regarding developments in culture, law, and health care that can negatively impact authentic professionalism.
- Describe and implement at least one new element of knowledge or practical reasoning to promote authentic professionalism in medicine.
- Describe how visual media can have illustrative and educational value for medical professionals and patients.
- Describe how visual media can persuade differently than rational argumentation and can create empathy.
- Describe the history of threats to board certification for pro-life OB/GYNs before 2020, and the renewed threat during the covid-19 pandemic.
- Summarize the impending threats to other specialties including pediatrics, psychiatry, family medicine, pediatrics, internal medicine, and neurology.
- Discuss solutions for impending threats to board certification for specialties including pediatrics, psychiatry, family medicine, pediatrics, internal medicine, and neurology.
- Discuss the Source of Human Dignity and its Relationship to Human Equality.
- Describe the history of the loss of fundamental human equality as medicine has secularized.
- Evaluate which human population is likely to lose recognition of its fundamental equality.
- Summarize what healthcare must do to protect human equality as medicine continues to secularize.
- Identify patients at risk for eating disorders.
- Evaluate patient risk for problematic social media use.
- Describe additional care considerations for patients with eating disorders.
- Describe the mechanisms of action of mifepristone and progesterone.
- Discuss the history of mifepristone abortion.
- Discuss safety and efficacy data for abortion pill reversal.
- Discuss the misinterpretations debate

- List the principles of ethics for optimal societal functioning.
- Identify how to engage users of social media on ethics of social justice.
- Assess metrics of electronic platform utilization.
- Cite how social media negatively impacts the mental health of adolescents and the perfectionism of social media can be applied to children with special health care needs.
- Identify examples of children with special health care needs in popular media.
- Describe how parents use social media and the internet to aid in their care for their children.
- Name 2 ways that healthcare professionals can promote integration of families with special health care needs into society through the use of social media.
- Describe the effects of the Covid vaccine on the parameters of the menstrual cycle.
- Identify the hormonal patterns during the postpartum transition to fertility and the first six menstrual cycles postpartum.
- Evaluate the effectiveness of a protocol to help women avoid pregnancy during the postpartum transition to fertility.
- Identify the association of miscarriages and progesterone levels in the luteal phase of the menstrual cycle.
- Discuss historical examples of physician advocacy.
- Describe the various levels of physician advocacy.
- Discuss the importance of public advocacy at the local and state level.
- Indicate various examples of initiatives that are based on science that promote truth and the public welfare.
- Identify potential etiologies for sex-discordant gender identity.
- Discuss the quality of scientific evidence for current gender dysphoria treatment guidelines.
- Assess the existing data on long-term outcomes of gender affirmation.
- Discuss cultural and social media influences that contribute to gender dysphoria.
- Discuss the impetus for the development of a video series on end-of-life, designed to prompt dialogue among patients, families, and caregivers.
- Discuss how essential teachings from moral tradition offer authoritative guidance on the real-world clinical application to complex medical technologies at the end of life.
- Discuss current use of a video series on end-of-life as a resource and engage in dialogue with attendees to consider additional "best practice" use.
- Discuss the ethical principles that uphold professionalism and institutional ethics.
- Describe approaches to virtues education that are currently employed.
- Discuss how to apply principles of formation and instruction provided by St. Anthony Mary Claret to core competencies of medical education.
- Utilize Claretian principles and virtues training within medical education to implement a Christian-based approach to physician resilience and patient-physician interpersonal and communication skills.
- Identify Catholic moral teachings that are relevant to the practice of medicine.
- Analyze the media narrative on medical conscience rights.
- Appraise a new strategy to help Catholic physicians defend their conscience rights and reclaim the media narrative.
- Describe trustworthy examples of physicians in media.
- Summarize tips on how to respond to media inquiries.
- Discuss criteria for believing medical stories in the media.
- Identify steps to take for successful media interviews.
- Describe how to use your basic skills to transform your unique and relevant knowledge and experience into a presentation that will benefit and interest your listeners.
- Model and teach how to use PowerPoint/Keynote to amplify your message without distracting from it.
- Identify pearls from some of the most viewed professional presentations on the internet to become the teaching communicator you want to be.
- Demonstrate how a trivia-based learning platform can increase retention of new information.
- Name pitfalls of certain advertising and medical advice approaches.
- Cite how patients/consumers can be harmed by ill-conceived presentations by medical experts in mass media.
- Identify the critical ways in which "warranted distrust" has undermined the apprehension of truth in medicine and the essential atmosphere of trust in medical practice.
- Describe what features, in different settings, make evidence persuasive and what habits of physicians' speech convey evidence's persuasive power.
- Describe how good habits of communication have served physicians well in previous as well as present settings of uncertainty and conflict.
- Discuss examples from the SARS-CoV-2 pandemic four obstacles to truth's communication (a medicine to believe in): physicians' uncertainties, difficulty in conveying probabilities, social media's malign effects, and erosion of distinction between opinion and fact.
- Discuss the importance of building and maintaining trust within the medical relationship, including ways that trust improves health outcomes.
- Describe various ways that social media is being shown to enhance medical practice today, as well as the ethical pitfalls practitioners need to be aware of when using social media.
- Identify practical ways to address harm caused by social media to the patient-practitioner relationship.
- Describe the relationship between great literature and how it can impact a clinician's perception of medical practice.
- Discuss how literature as a means of deepening an empathic model in bedside clinical interactions.
- Utilize lessons learned in the medical humanities by engaging in shared decision making with patients and families.
- Define addictions and recovery.
- Discuss real-life solutions to recovery from addiction.
- Describe the spiritual nature of the process of recovery from addiction.

- Define the legal meaning of pornography.
- Describe the addictive properties of pornography.
- Discuss how to diagnose and treat a porn addiction.
- Summarize the history of vaccine development throughout the 20th century.
- Describe how the Catholic medical tradition has a strong history of using science to understand the truth of our creation by God.
- Discuss the Catholic Church's understanding of individual rights as related to the call to serve the common good, as well as exploring the rights and responsibilities of parents regarding making medical decisions for their children.
- Utilize the lessons of the first three objectives to discuss the COVID vaccine controversy and distinguish between valid scientific debate and distracting conspiracy theory.
- Describe two aspects of a Trisomy 21 diagnosis for which parents might prefer physicians' specific and optimistic counsel.
- Choose a scenario related to Trisomy 21 within their subspecialty and apply one concept discussed to shift (albeit slightly) a patient's negative developmental cascade towards optimism and hope.
- Summarize how the pejorative frameworks which surround diagnoses of Trisomy 21 can impact developmental outcomes—especially motor, speech, and cognitive parameters—through lacks opportunity to practice the needed skills.
- Name a specific medical situation where a wider frame regarding what persons with Trisomy 21 can do, e.g., cognitive flexibility and problem-solving, could markedly improve that patient's functioning.
- Appraise lowered expectations and negative perspectives regarding persons with Trisomy 21 as social biases.
- Analyze the positive medical implications for patients with Trisomy 21.
- Identify the presence of Internet pornography addiction.
- Assess for desensitization and hypofrontality in regular consumers of online pornography.
- Describe the cause and effect of brain structure and functional connectivity associated with online pornography consumption.
- Discuss on to develop a management plan to help reverse the adverse behavioral changes created by repeated exposure to online pornography.
- Define the physician's role in helping patients make prudent medical decisions.
- Discuss strategies that physicians can adopt to facilitate communication of (1) essential medical information and (2) a range of ethically appropriate intervention options.
- Examine means to assure that important ethical principles are incorporated into ethics committee deliberation and recommendations.
- Compare the ethical arguments for and against embryo adoption.
- Summarize the Roman Catholic moral understanding of IVF.
- Defend one's own moral analysis of the practice of embryo adoption.

## Agenda

TIME	TOPIC TITLE	FACULTY NAME	NUMBER OF CREDITS
<b>Wednesday, September 7, 2022</b>			
<b>End of Life Forum</b>			
12:30 – 3:00 PM	Welcome and Introduction	Michael Erdek, M.D. and Shirley Reddoch, M.D.	2.5
	Care and Treatment Decisions for Compromised Patients or Patients at the End of Life	Rev. Tadeusz Pacholczyk, Ph.D.	
	Advance Care Planning Conversation and End of Life Decision Making the Who, What, Why, When, Where Considerations	Laurence Boggeln, M.D., Michael Erdek, M.D., Rev. John Raphael, Shirley Reddoch, M.D.	
<b>Natural Family Planning Forum</b>			
3:15 – 5:45 PM	Effects of COVID-19 Vaccines on the Parameters of the Menstrual Cycle	Thomas P. Bouchard, M.D.	2.5
	Descriptive Analysis of Hormonal Patterns During the Postpartum Transition to Fertility	Mary Schneider, Ph.D., FNP	
	Effectiveness of a Protocol for Avoiding Pregnancy During the Postpartum Transition to Fertility	Richard J. Fehring, Ph.D., R.N., FAAN	
	Does a Short Luteal Phase Correlate with an Increased Risk of Miscarriage?	Marguerite Duane, M.D.	
	A Comparison of Contraceptive and NFP Use on the Odds of Divorce and Separation as Found in the 2017-2019 NSFG	Michael Manhart, Ph.D.	
<b>Thursday, September 8, 2022</b>			
<b>Breakout 1 – Choose One</b>			
1:30 – 2:15 PM	Trusted Teaching in End-of-Life Care in a Sound Bite World	Tim Jessick, D.O., Very Reverend Javier I. Bustos, S.T.D. and Mark Repenshek, Ph.D.	0.75
	Virtue Can Be Taught! Practical Advice for Teaching	Jeremy Jones, D.O.	

	Medical Students and Residents		
	Children with Special Healthcare Needs in the Media: The Bad and the Good	Carla Falco, M.D., Robin Pierucci, M.D. and Mary Keen-Kirchoff, M.D.	
<b>Breakout 2 – Choose One</b>			
2:30 – 3:15 PM	Social Contagion and the Changing Demographics of Sex-Discordant Gender Identity	Paul Hruz, M.D., Ph.D.	<b>0.75</b>
	Medicine to believe in: Getting Trustworthy Messages Through Turbid Media	Frederick Meier, MD	
	Threats to Board Certification in a Progressive Culture	Cara Buskmiller, MD Donna Harrison, MD, and Lester Ruppertsberger, D.O.	
	Communicating Truth with Love in Ethics Consultation	Jozef Zalot, PhD. and Elliott Bedford, Ph.D.	
<b>Breakout 3 – Choose One</b>			
3:45 – 4:30 PM	Medical Advice and Missteps in Mass Media: Trivia Contest Driven Learning	Thomas W. McGovern, M.D.	<b>0.75</b>
	Electronic Media: Lessons Learned	Frederick Fakharzadeh, M.D.	
	The Body Matters	Monica Ashour, M.Hum., M.T.S	
	Light in the Darkness: Defending Scientific Truth in the Public Square	David Hilger, M.D. and Tom Venzor, J.D.	
<b>Friday, September 9, 2022</b>			
10:00 – 10:45 AM	Media, Addiction and Recovery	Rev. Cedric Pisenga, C.P.	<b>0.75</b>
11:00 – 11:45 AM	Is Secularized Medicine Undermining Fundamental Human Equality?	Charles Camosy, Ph.D.	<b>0.75</b>
<b>Breakout 1 – Choose One</b>			
1:30 – 2:30 PM	How to Inspire Audiences Like Never Before	Thomas W. McGovern, M.D.	<b>0.75</b>
	Between Monastery and Pink Police State, Reflections on Challenges to Professionalism in Light of Rod Dreher's Recent Work	John Brehany Ph.D.	
	Made as Image and Likeness: Visual Media as Ethos and Pathos in Modern Medicine	Brandon Brown, M.D.	
<b>Breakout 2 – Choose One</b>			
2:30 – 3:15 PM	An Ethical Debate on Embryo Adoption (REPEATED)	Charles Camosy, Ph.D., John M. Haas, Ph.D., Rev. Tadeusz Pacholczyk, Ph.D., and Kent J. Lasnoski, Ph.D.	<b>0.75</b>
<b>Breakout 3 – Choose One</b>			
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	Pernicious Porn Pandemic	Russ Rooney B.S., Michael Kenney, J.D., L.L.M. and Peter Kleponis, Ph.D.	
	Abortion Pill Reversal: Giving Women a Second Chance of Choice	George Delgado, M.D.	
<b>Saturday, September 10, 2022</b>			
9:00 – 9:45 AM	Bridging the Gap Between Medicine and Media: Lessons from a Physician in Media	Thomas W. McGovern, M.D.	<b>0.75</b>
10:00 – 10:45 AM	Internet Pornography Addiction - Hijacking the Neurophysiology of the Reward Center	Sr. Marysia Weber, R.S.M., D.O., M.A.	<b>0.75</b>
11:00 – 11:45 AM	Health, Healing and Suffering in Great Literature	Joseph Pearce	<b>0.75</b>
<b>Breakout 1 – Choose One</b>			
1:30 – 2:15 PM	Vaccine History, Science and Ethics: Finding Common Ground in order to Serve the Common Good	Gwyneth Spaeder, M.D.	<b>0.75</b>
	Words in the Media Matter: Telling Truth About Trisomy 21—A Medical Morality Case Study Writ Large	Robin Lynn Treptow, Ph.D., Sonia McGarrity, B.A., M.A. and Jeff McGarrity, B.A., M.A.	
<b>Breakout 2 – Choose One</b>			
2:30 – 3:15 PM	Medical Conscience Rights and the Media: How to Reclaim the Narrative	Andrew Kubick, Ph.D.	<b>0.75</b>
	Social Media and Eating Disorders: An Exquisitely Distorted Relationship	Jonathan Clemens, PA-C	
	Social Media and its impact on Trust in the Medical Relationship	John F. Morris, Ph.D.	
<b>TOTAL</b>			<b>14.75</b>

## Disclosures

Disclosures for all those in control of the content of this activity. The names of the ineligible companies (within the last 24 months) and the nature of the financial relationship(s). There is no minimum financial threshold. Disclosure of all financial relationships with ineligible companies regardless of the potential relevance of each relationship to the education.

Name of all in Control of Content	Enter the Name of Ineligible Company (An ineligible company is any entity whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients)	Nature of Financial Relationship (Examples of financial relationships include employee, researcher, consultant, advisor, speaker, independent contractor (including contracted research), royalties or patent beneficiary, executive role, and ownership interest. Individual stocks and stock options should be disclosed; diversified mutual funds do not need to be disclosed. Research funding from ineligible companies should be disclosed by the principal or named investigator even if that individual's institution receives the research grant and manages the funds)	Has the Relationship Ended? (The financial relationship existed during the last 24 months, but has now ended)
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Bouchard, M.D., Thomas	N/A	N/A	N/A
Brehany, Ph.D.,John	N/A	N/A	N/A
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Bustos, S.T.D., Very Reverend Javier I.	N/A	N/A	N/A
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Harrison, MD, Donna	N/A	N/A	N/A
Hilger, MD, David	N/A	N/A	N/A
Hruz, M.D., Ph.D., Paul	N/A	N/A	N/A

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