



# Institute for Communication & Dignity

## **Exposé for the Evaluation of Hannover Medical School (MHH) within the Excellence Strategy**

### **Subject:**

**Structural Deficiencies in Governance, Clinical Ethics, and Educational Quality at Hannover Medical School (MHH)**

### **Recipient:**

Evaluation Committee of the Excellence Strategy  
German Research Foundation (DFG)

## **1. Purpose**

This exposé aims to draw the Committee's attention to structural concerns that call into question the claim of "excellence" at Hannover Medical School (MHH) in several key areas:

- Evidence-based medical care
- Governance and institutional culture
- Quality of communication
- Equality, accessibility, and inclusion
- Educational quality in the training of future physicians

This assessment is based, among other sources, on documented events, including:



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- A letter from the Autism Outpatient Clinic dated 30 October 2025, stating that autism diagnostics in adulthood are “generally rejected” because parental interviews are considered “mandatory”.
- Multiple submissions to the university presidency that received neither timely nor substantive responses, as documented, among others, in correspondence dated 10 November 2025.
- Additional inquiries that remained unanswered or were addressed inadequately up to 18 November 2025.

## 2. Structural Issue: Diagnostic Barriers

The blanket rejection of autism diagnostics in adulthood is inconsistent with:

- DSM-5 and ICD-11 standards
- Current internationally recognized clinical guidelines
- Modern obligations of healthcare provision for adults
- The United Nations Convention on the Rights of Persons with Disabilities (UN CRPD)

This issue does not merely represent a medical or clinical concern. It also raises significant questions regarding institutional governance.

A university that establishes such an approach as a general principle risks departing from the principles of scientific evidence, individualized assessment, and contemporary standards of patient-centered care.

## 3. Educational Relevance: The Socialization of Future Physicians

This aspect is of particular importance within the context of the Excellence Strategy.



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## 3.1 Role Models Shape Clinical Practice

Medical students, interns, and physicians in postgraduate training are strongly influenced by:

- The professional conduct of senior physicians
- Communication styles within clinical settings
- The treatment of vulnerable patient groups
- The prevailing organizational culture

When diagnostic exclusions are applied as a matter of principle and communication is characterized by formalistic or evasive practices, the educational environment may:

- Fail to foster empathy
- Reproduce existing barriers
- Disregard established clinical guidelines
- Ultimately undermine the quality of future patient care

Such influences extend beyond individual cases and contribute to the formation of professional attitudes and clinical decision-making patterns.

## 3.2 Excellence Risks Resulting from Structural Misalignment

A university that perpetuates outdated or exclusionary institutional practices risks undermining:

- Public trust in the medical profession
- The professional ethics of future physicians
- The university's broader social and cultural responsibilities



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The documented events indicate that students may observe situations in which:

- Complaints remain unresolved
- Responsibility is delegated without accountability
- Clinical decisions are justified through blanket exclusions rather than individual assessment

These observations have broader sociological implications.

**Institutional culture plays a significant role in shaping the attitudes, values, and professional conduct of future healthcare professionals. Consequently, the culture of a medical school influences not only current practice but also the quality of care that future generations of patients will receive.**

## 4. Governance and Communication Deficiencies

The documented concerns include, among others:

- Missing acknowledgements of receipt for extended periods of time
- Repeated internal referrals without a substantive decision
- The return of a registered letter marked “recipient unknown,” despite the individual being publicly listed as a member of staff

(For further details, see the correspondence dated 10 November 2025.)

These patterns may indicate structural weaknesses in:

- Leadership and management
- Internal organizational processes
- Accountability and responsibility



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- Institutional communication culture

This is a significant consideration, as excellence cannot be measured solely by research output. Sustainable excellence also depends on the effectiveness, reliability, and integrity of institutional governance and administration.

## 5. Request to the Committee

I respectfully request that the Committee:

- Consider the structural issues outlined in this exposé as part of its evaluation process.
- Seek a formal response from Hannover Medical School (MHH) regarding its diagnostic practices, communication procedures, and governance structures.
- Assess whether the institution's educational quality, governance standards, and accessibility practices are consistent with the expectations placed upon a university seeking or holding excellence status.

The concerns raised in this document are presented not merely as individual grievances, but as indicators of potential structural challenges that may have broader implications for patient care, professional education, institutional culture, and public trust.

Thank you for your consideration of these matters.

Detlef Leiss

Neustadt am Rübenberge, 14. Dezember 2025