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ON TEACHING AND EVALUATING ETHICS COMPETENCIES IN CLINICAL EDUCATION

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ALBERTA

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Clinical Ethics

- Clarifies issues, values, duties, etc. in clinical encounters.
- Assists in the recognition and naming of clinical ethical issues.
- Utilizes a variety of ethical problem-solving methods.
- Assists in facilitating discussion and compromise, as appropriate.
- Addresses larger societal questions as well as bedside encounters.

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Goals for today's talk

- Review the expectations of health professionals to become "competent" in the human arts beyond science and technology.
- Explore ways to improve judgment in Health professionals.
- Describe some approaches in the classroom that might contribute to this.
- Emphasize that effective role modelling within optimized clinical cultures is the key to both teaching and assessing such skills - the "ethics competencies."

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Clinical Judgment

- Does this patient need an independent translator, or will their child/sister suffice?
- Conflict of Interest?
- Truth and Reconciliation?
- Is this elder abuse?
- Does this patient really want this treatment?
- Lying for the sake of patient privacy?
- Is my great joke appropriate here?
- Should I share my opinion that staffing levels are too low?
- Etc.

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Using the Code in Nursing Practice
Ethical Types of Experiences and Situations

Part I. Nursing Values and Ethical Responsibilities

- A. Providing Safe, Compassionate, Competent and Ethical Care
- B. Promoting Health and Well-Being
- C. Promoting and Respecting Informed Decision-Making
- D. Honouring Dignity
- E. Maintaining Privacy and Confidentiality
- F. Promoting Justice
- G. Being Accountable

Part II. Ethical Endeavours Related to Broad Societal Issues

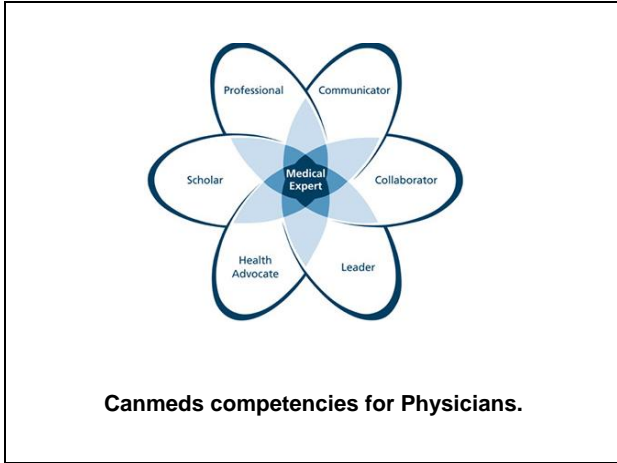
Code of ethics for Canadian Nurses

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Examples

-sensitive to power differentials
-advocate for the use of least-restrictive measures
-promote the incapable patient's participation in decisions, according to patient's abilities.
-listen to a person's stories to gain greater clarity about goals and wishes
-foster a moral community in which ethical issues can be openly discussed.

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- ## Examples
-develop rapport and trust with patients and families
 -convey health information effectively
 -enter into interdependent relationships with other health professions.
 -Allocate resources appropriately
 -critically evaluate medical information
 -manage conflicts of interest

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“Core competencies” for ethics consultation

Skills
-assessment
-process
-interpersonal

Knowledge
Attitudes

The Report of the
American Society for
Bioethics and Humanities

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Examples

-understand the nature of value uncertainty.
- ...Listen well and communicate respect and empathy
-understand and represent the views of various parties
-skilled in a range of methods of moral reasoning

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Classroom options

- Reading, writing, and discussion.
- Topics that are realistic, and promote introspection.
- Small groups when possible.
- Emphasis on lifelong learning for health professionals.

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**Gallows Humor
in Medicine**

BY KATIE WATSON

Medical professionals regularly joke about their patients' problems. Some of these jokes are clearly wrong, but are all jokes wrong?

IT WAS 3:00 AM and sleep itself emergency room residents were wondering why the pizza shop's online orders came on. A nurse interrupted their pizza complaints with a shrug: "GSW? Youma One—no joke, no blood pressure."

The resident rushed to meet the gurney and immediately recognized the unconscious shouting.

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Some things about culture:

- Everyone is embedded in cultures.
- Our cultures affect our sensibilities.
- There are grand, societal cultures, and tiny localized cultures.
 - (“the culture of our unit”)
- The cultures that influence us may not always be recognized.

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Authenticity and Trust

- Authentic encounters = honest and open communication between people, perceived as mutually respectful.
- Trust = the state of having earned the respect and compassion of the other.
- These greatly enhance therapeutic relationships, and are fundamental to effective learning.

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Shared Decision Making

- Sharing starts with patient, extending to primary clinicians, and then to patient's loved ones, and other clinicians (including trainees).
- Requires interpersonal communications between the people involved.
- Sharing decisions well is the core to teaching students in the clinic. Enhances learning and enables assessment.

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Assessing Learning

- Real-time feedback from supervisors and colleagues, in the clinical setting.
- Reasonably in-depth discussions in classrooms, about literature, cases, codes, history, psychology, etc.
- Close reading of written work that reveals something about the assessment skills and attitudes of learners.
- Requires at least someone who “knows” the learner well enough - and who might coordinate formal feedback.

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Learning Modules aimed at these compencies...

- Principles of health communication.
- Collaboration and Shared Decision-Making
- Equipose and clinical practice variations
- Clinical Practice in Multicultural Societies
- Humour in the workplace.
- A Professional's response to Adversity
- Etc. - these topics are available through JDHEC.

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Questions to consider:

- What might be the hazards of trying to put all of these skills onto a list?
- To what degree can these skills be taught? Might they already exist, or not, in young adults?
- Is it reasonable to rely on “self-evaluation” by individuals with respect to moral growth during training?
- Your questions and comments?

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Thanks. Discussion?

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Health Ethics Seminar
