

# **Ethical Training in Allied Health Professions Education**

## **Current Pedagogical Approaches**



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# Introduction

# Ethics Education in Health Care

- Ethics education has been a concern of medical, nursing and allied health professions education for decades
- Much of the literature has focused on theory.
  - best pedagogies
  - formal or ‘hidden’ curriculum
  - the nature of medical or nursing ethics
  - best ethical models
  - relation to ethics curriculums to the broader cultural milieu
  - broader expectations of professionalism.
- Effects of ethics training on ethical decision making
- BUT MUCH IS STILL SUBJECTIVE
  - Saunders DE Jr. *Reflections on ethics as a part of the higher education curriculum*. Journal of the South Carolina Medical Association 2006

# J Allied Health

- Purtilo RB (1983) *Ethics in allied health education: state of the art.*
  - concerns by allied health educators as they try to ascertain the appropriate place of ethics in their curricula.
- Glazer-Waldman HR, Hedl JJ Jr, Chan F. (1990) *Impacting moral reasoning in allied health students.*
  - DIT: a course in biomedical ethics was found to significantly impact principled moral reasoning scores
- Layman E (1996) *Ethics education: curricular considerations for the allied health disciplines.*
  - Consensus has not been reached on the philosophy, the purpose, and the pedagogy of ethics education.
  - Recommends case studies in ethical theory, decision making, and practical application
  - Discrete ethics course with additional ethics modules integrated throughout the professional curriculum.

# Methods

# Population Details

- ASAHP Mailing List
  - Thanks to the ASAHP Board
- 106 Institutional Members
  - 215 e-mail addresses
  - Included all \*.edu institutions AND
    - 3 “\*.org”; 2 “\*.ca”; 1 “\*.com” verified as having AHP programs
  - Not included: 28 commercial or retired individuals
- N=43 (response rate = 41%)

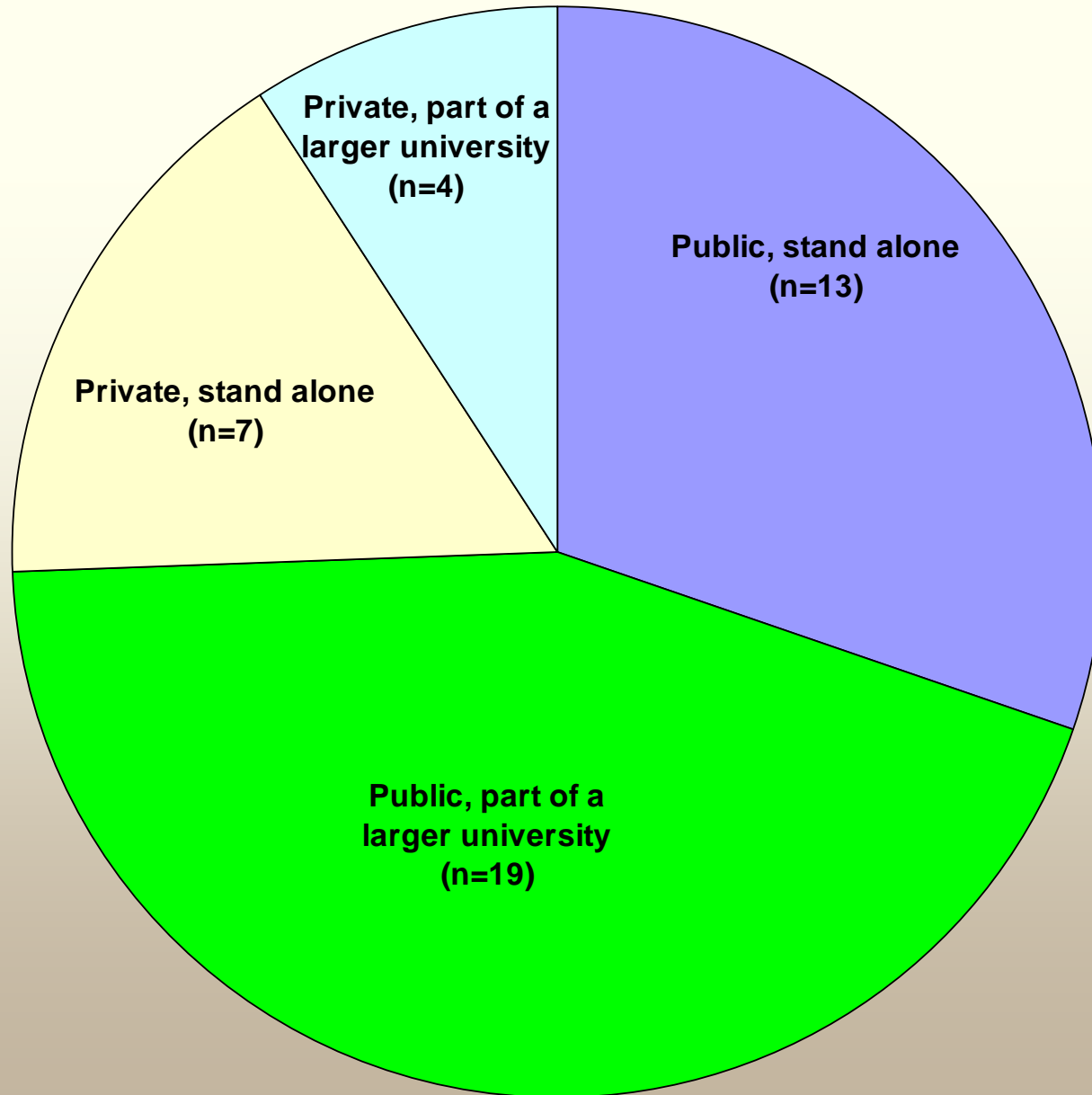


# Survey Details

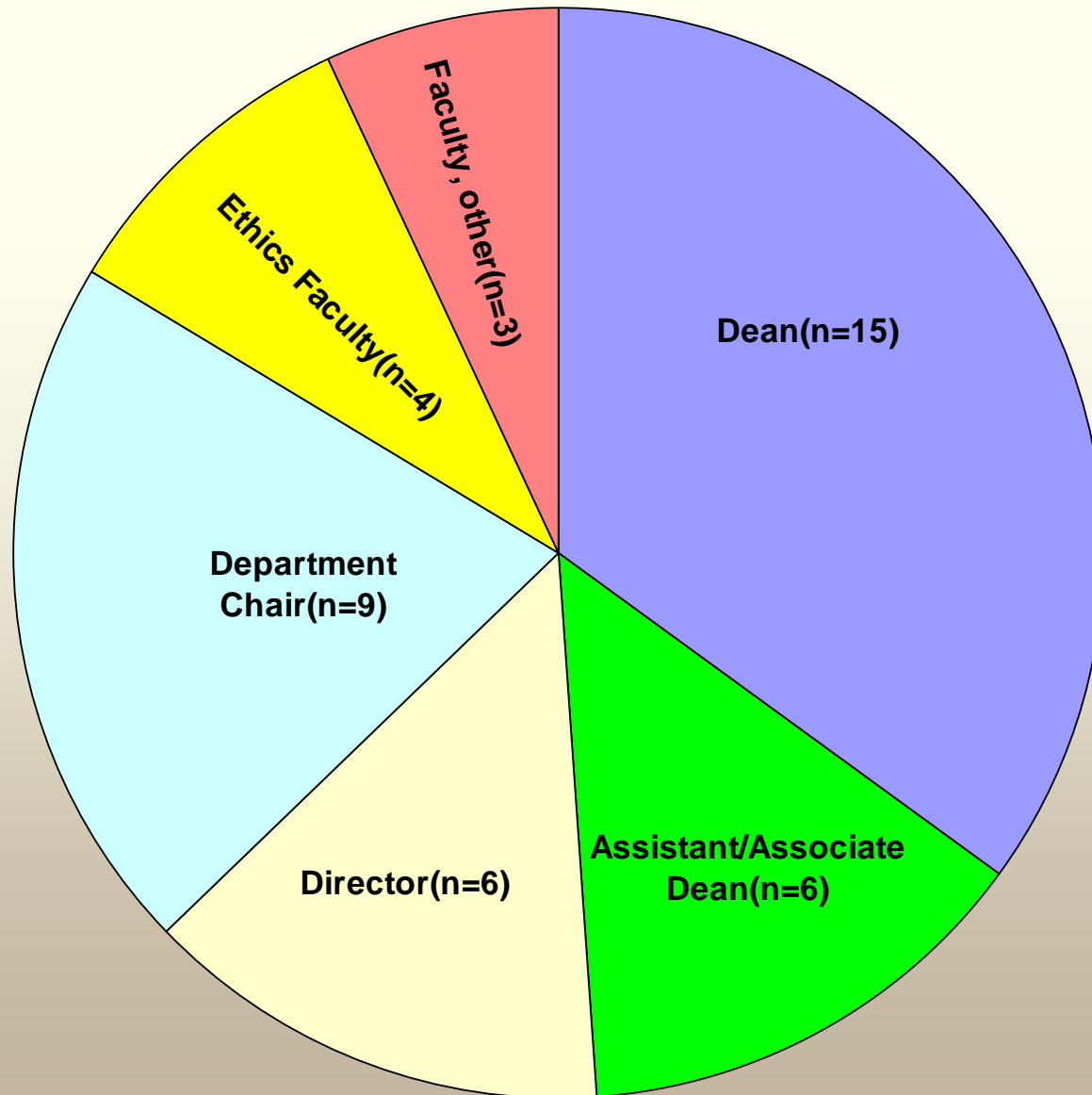
- Web Based Survey developed for study
  - Using mrInterview (SPSS, Inc.)
  - Vetted ‘face valid’ by WSU Social Science Research Lab
  - Piloted with 10 institutions
- “Ethics” Education was not defined
  - Each institution defined for itself
- May 2006: e-mail request for participation
  - Requested only 1 response per institution
  - Requested most appropriate person respond
  - 30 May 2006: second request sent
- 1 July 2006: survey closed
  - 45 responses (2 duplicate institutional responses eliminated)

# Results

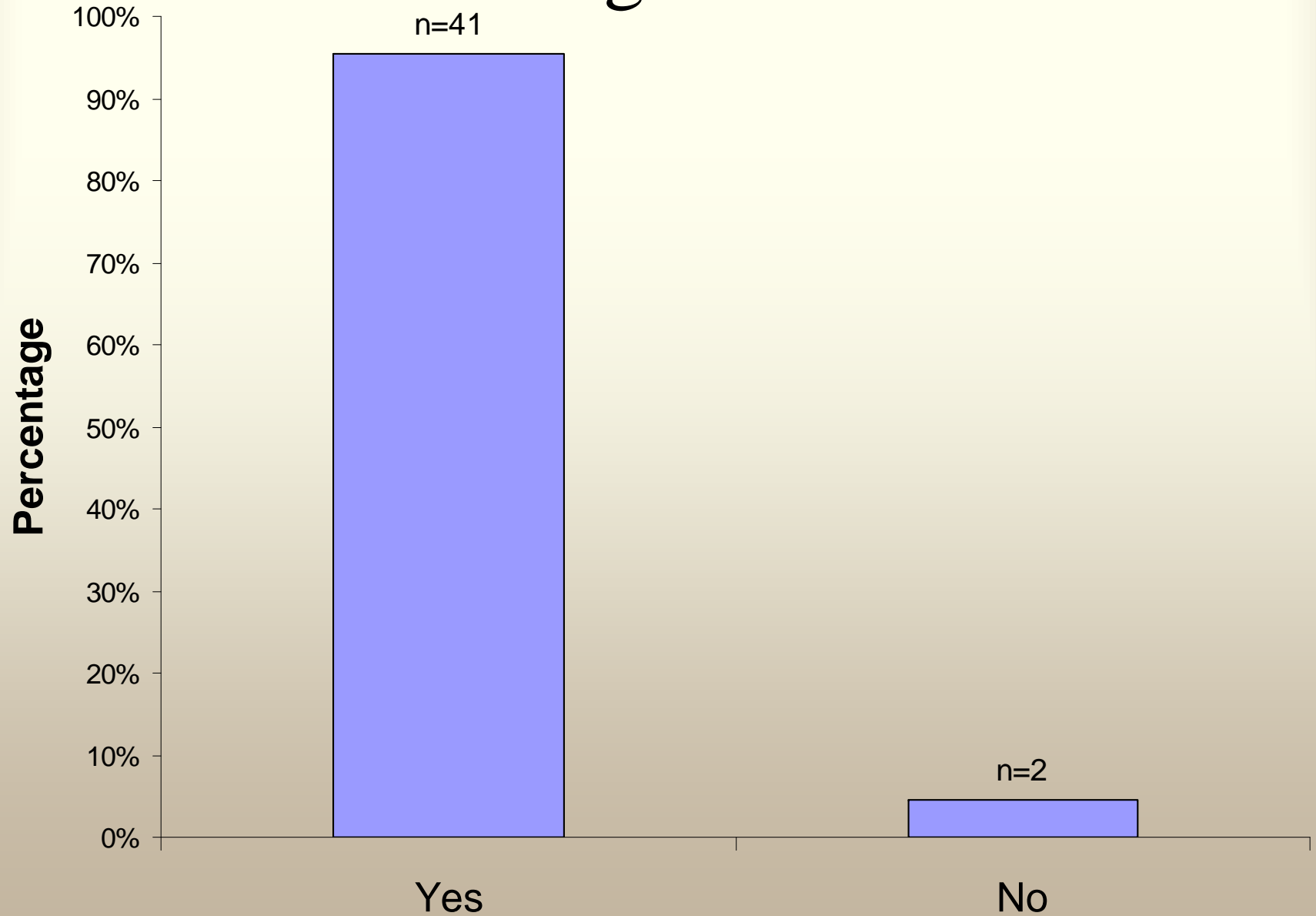
# Institutional Respondents



# Individual Responder

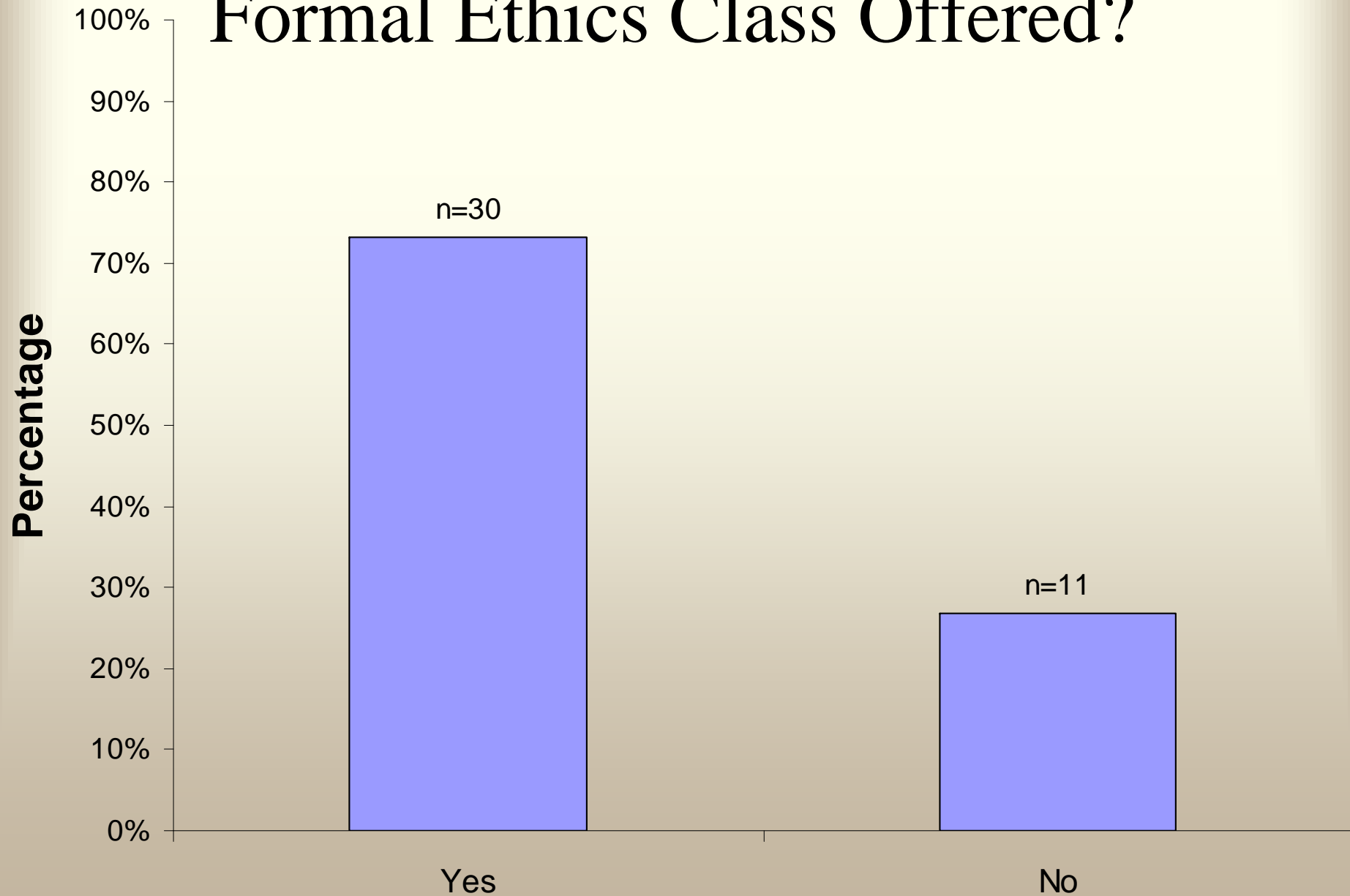


# Ethics Training in Curriculum?

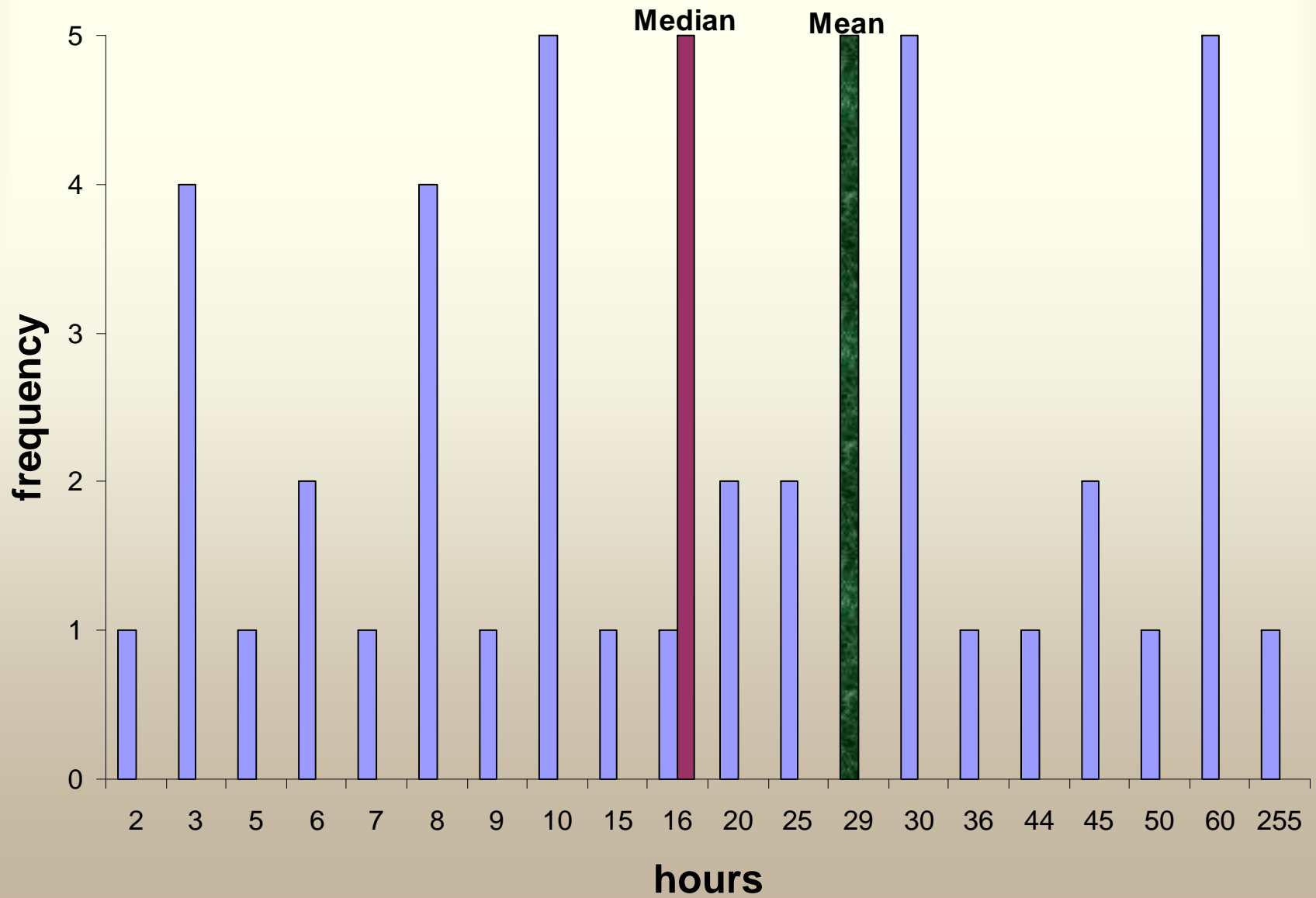




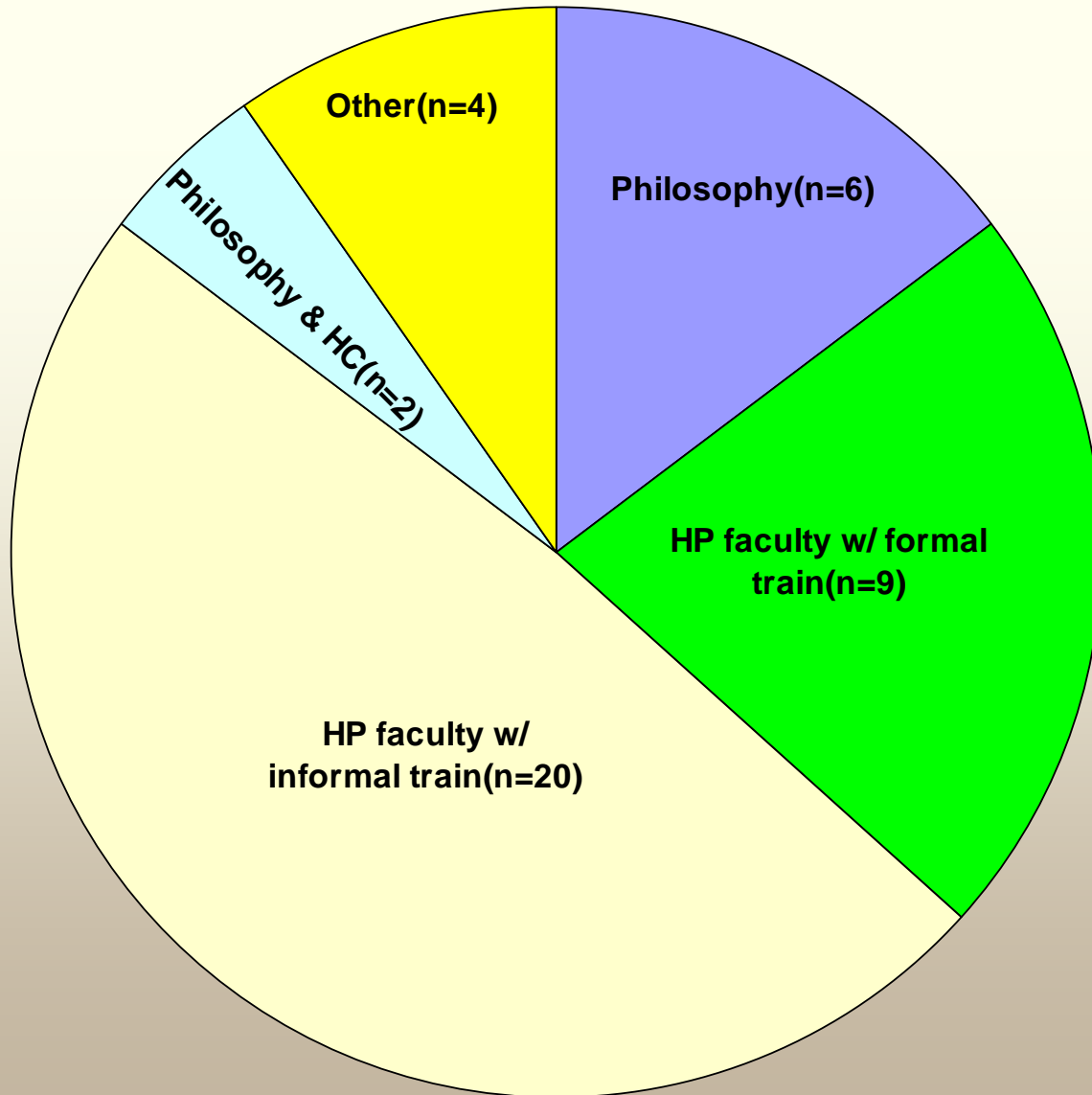
# Formal Ethics Class Offered?



# Formal Clock Hours

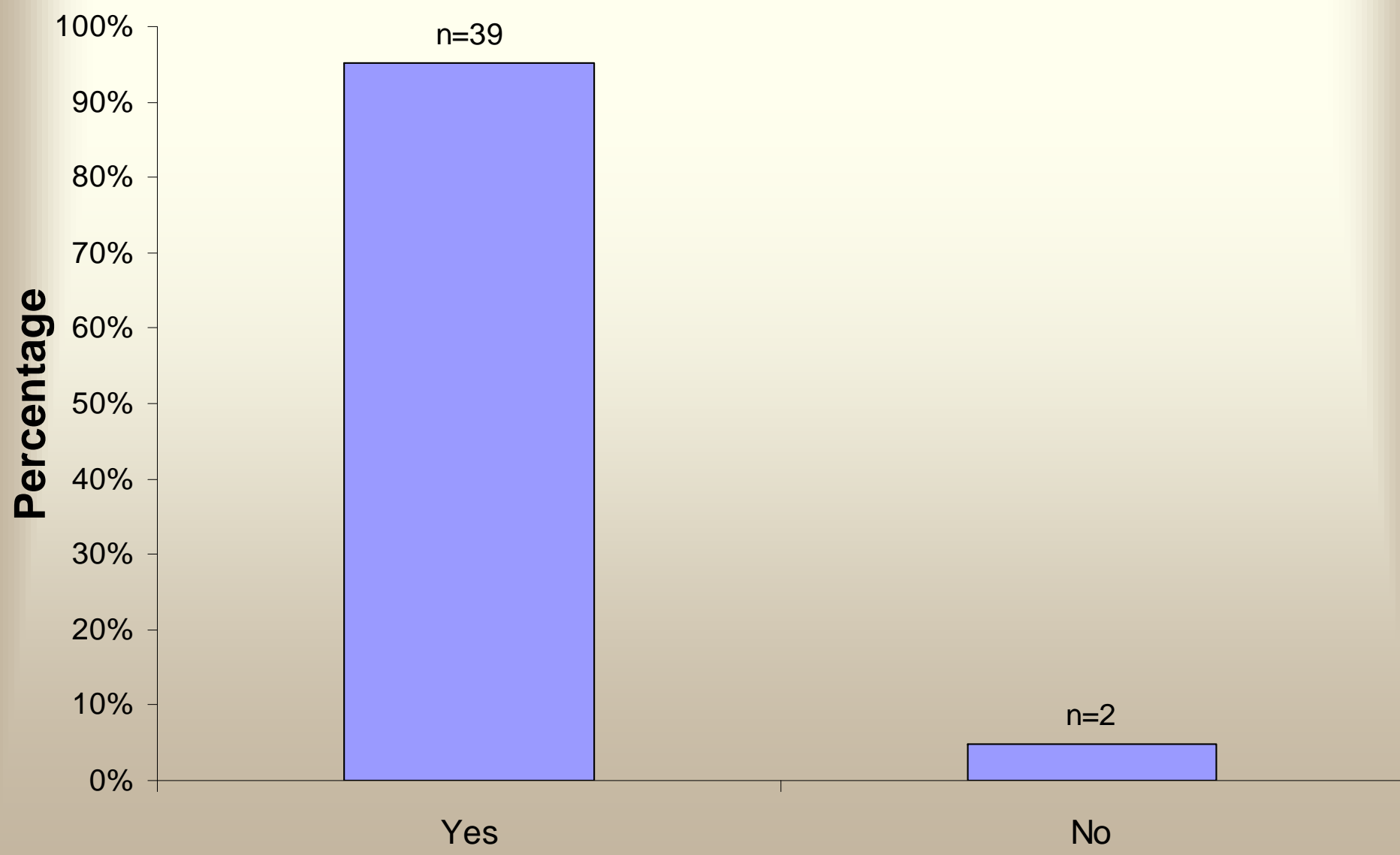


# Who Teaches Ethics

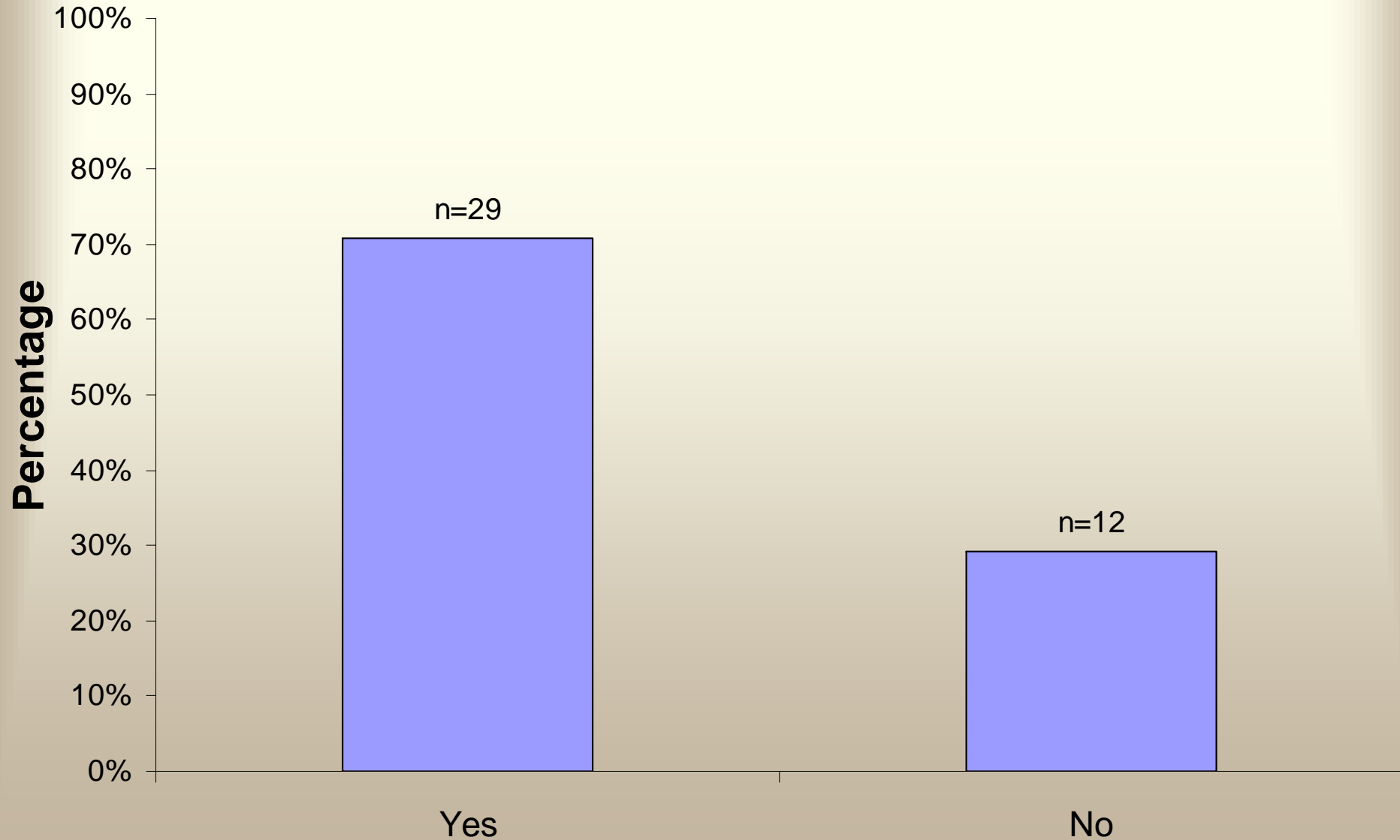




# Ethics As Part Of Other Classes

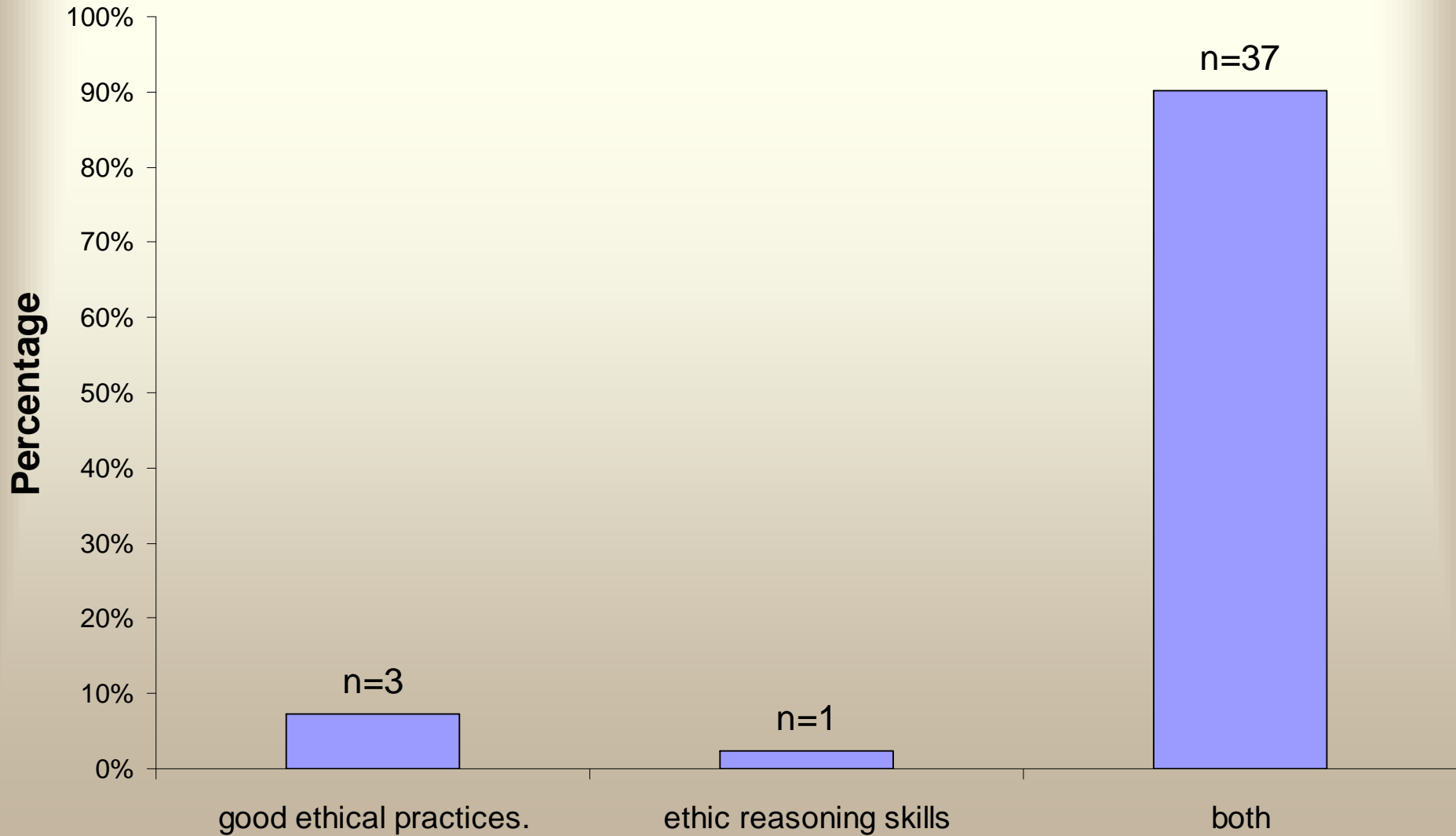


# Ethics via Clinical Training

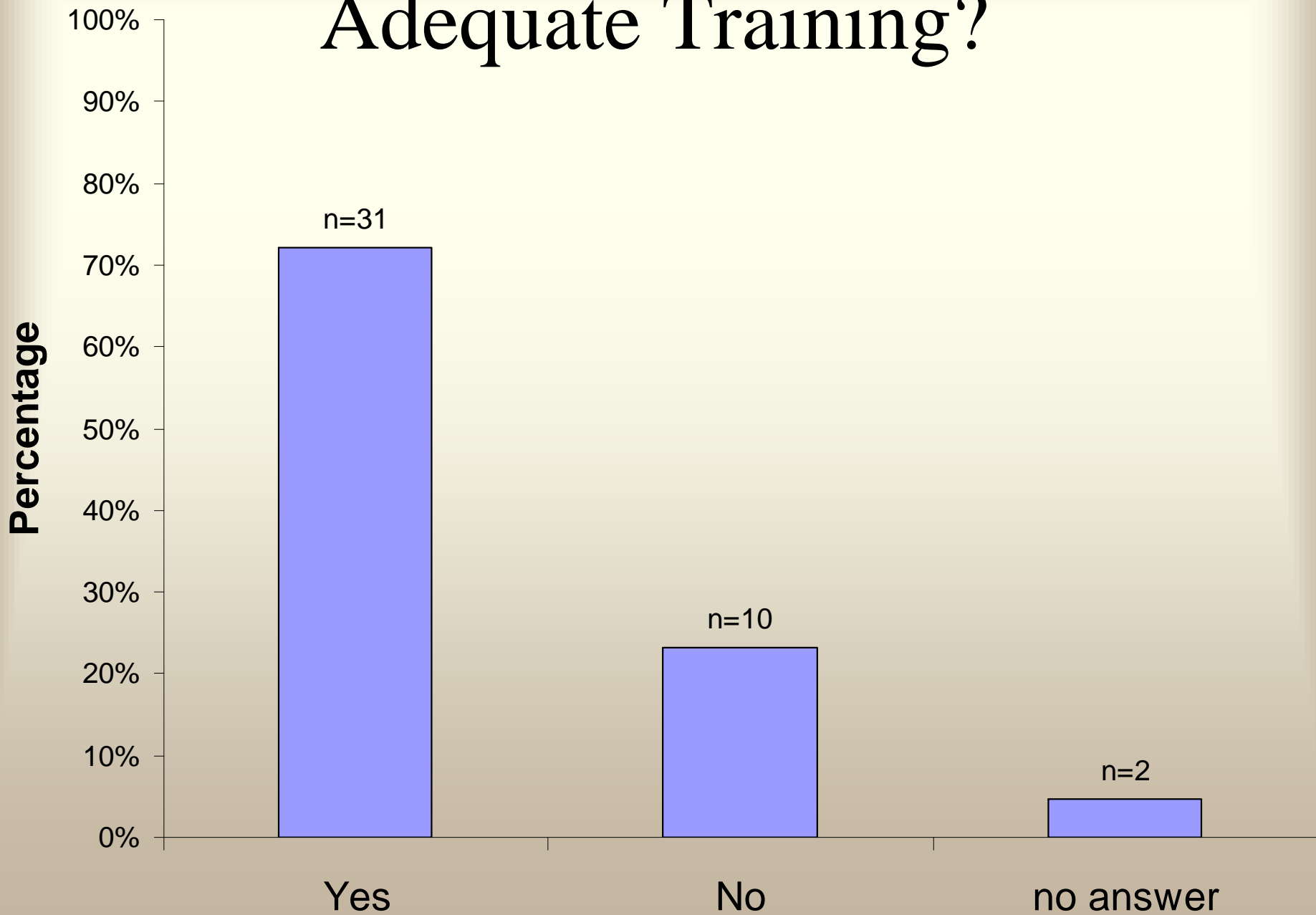




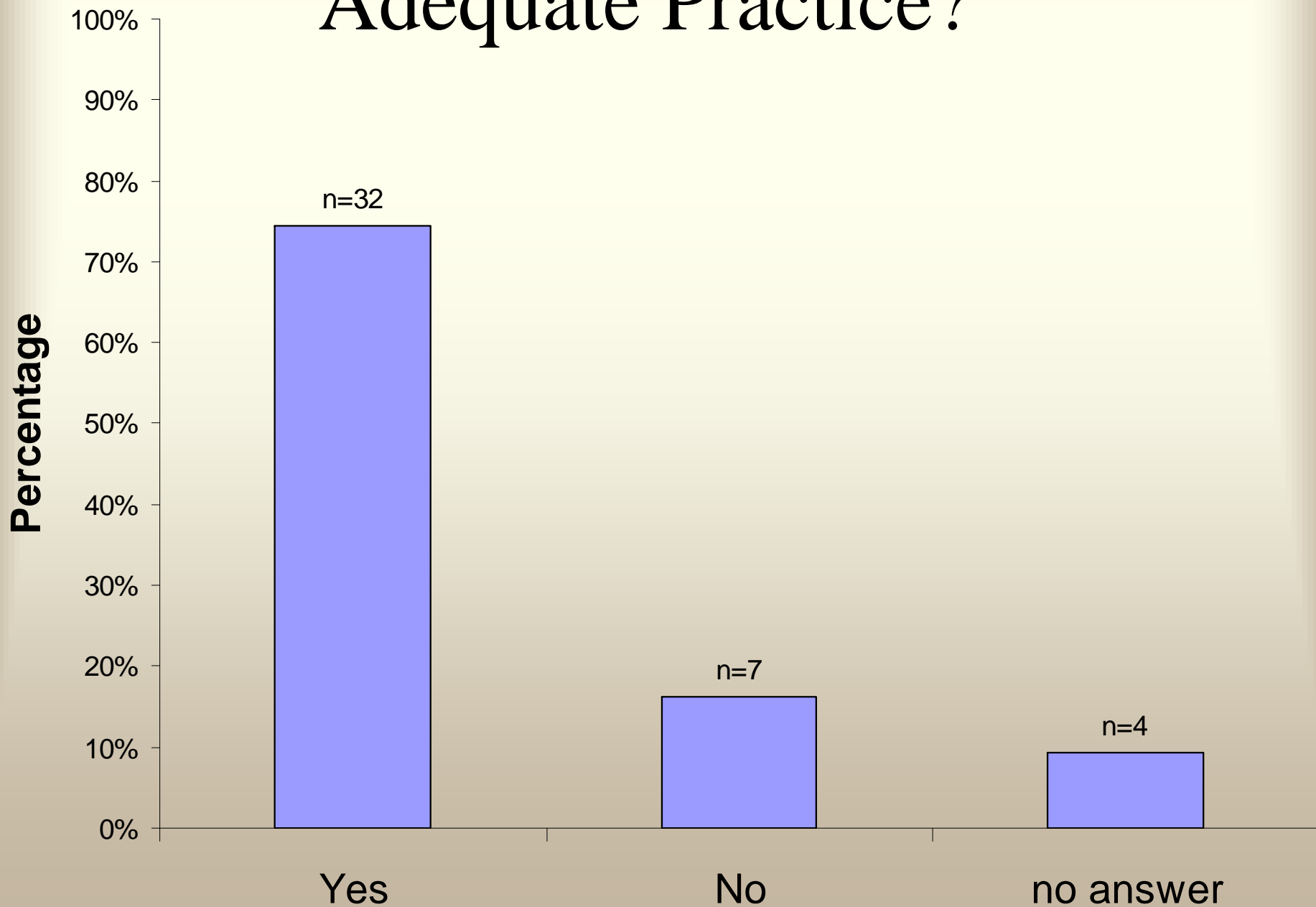
# Goals of Training



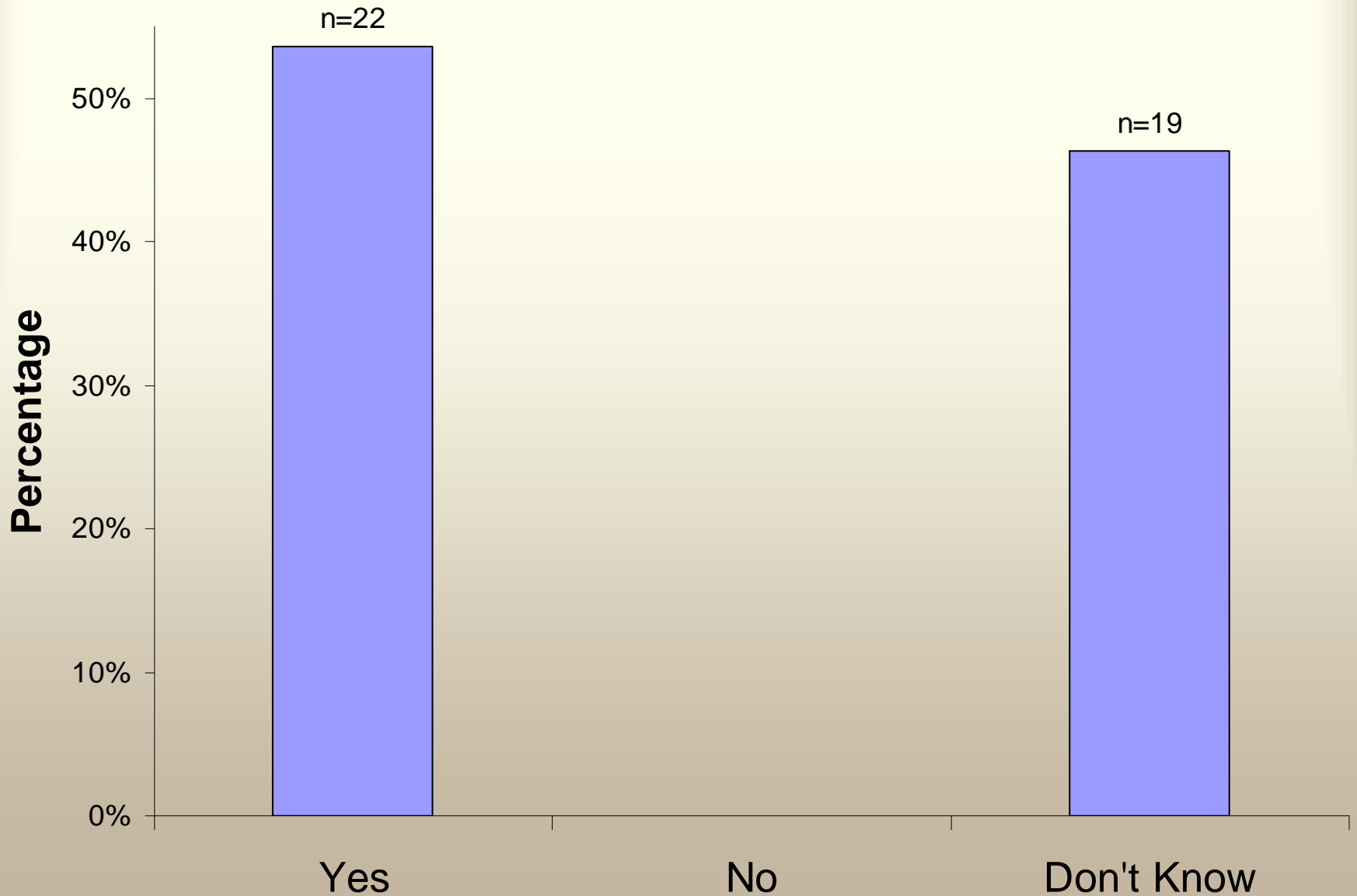
# Adequate Training?



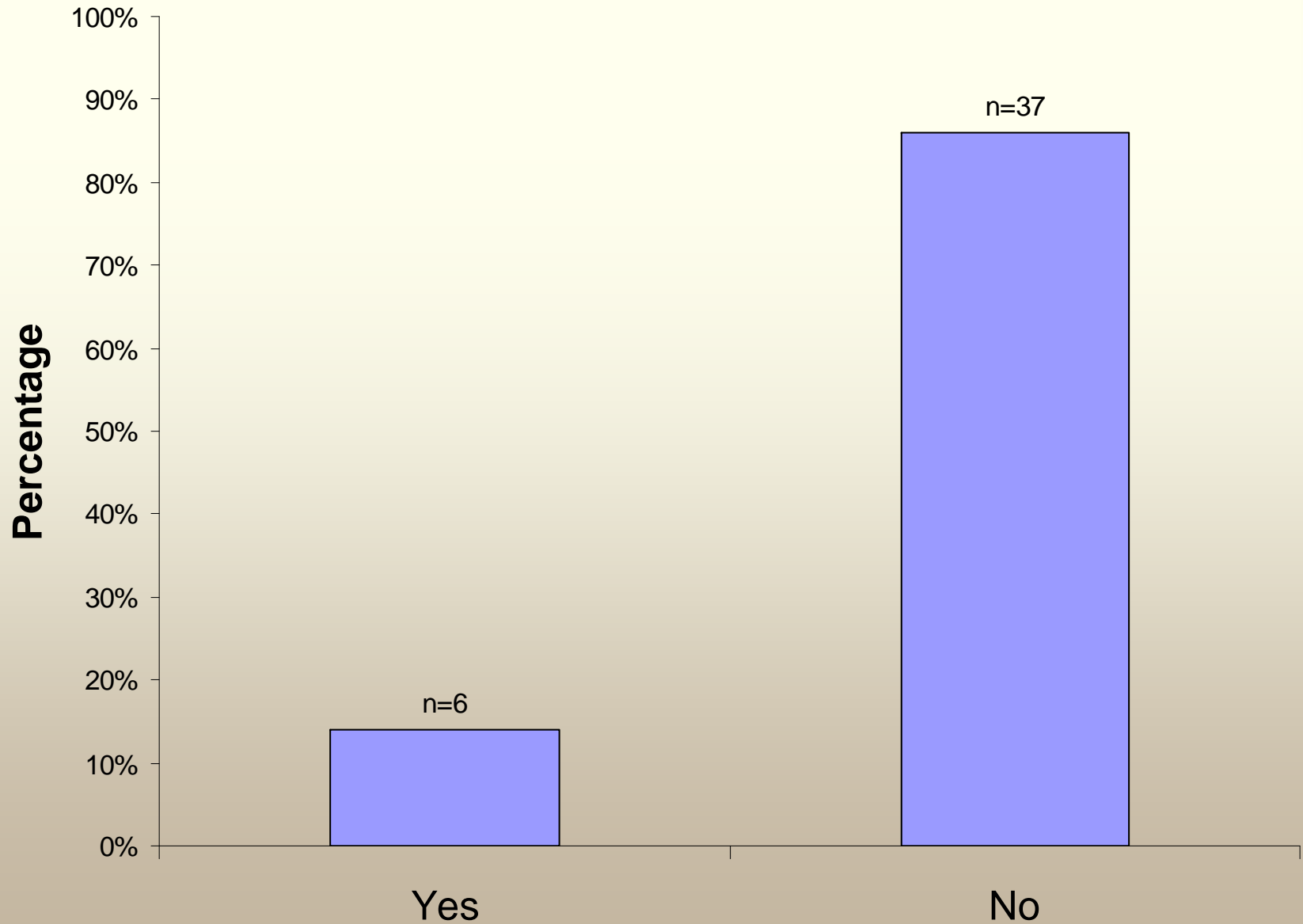
# Adequate Practice?



# Training Effective?



# Student surveys re: ethics?







# Effectiveness Criteria

**Note:** parenthesis shows # of comments (not institutions)

- Behavioral Observations
  - Clinical Education (14)
  - Student Conduct Violations (2)
- Course Eval
  - Tests (6)
  - Q&A (1)
  - Journals, Blogs (2)
  - Course Objective (2) sans direct assessment
- Case Study / Standardized Patients (5)
- Student Assessment of Training (5)
- Survey (Alumni, Employer) (2)



# How do you assess effectiveness?

- Exams, etc (6)
  - Subjective evaluations by instructor (3)
  - Response to probes (1)
- Preceptors Evaluation (6)
- Course Evaluations (2)
- Licensure
- Student Survey
  
- “Need for better evaluative tools ... and opportunities to share approaches, content, and evaluative tools nationally.”

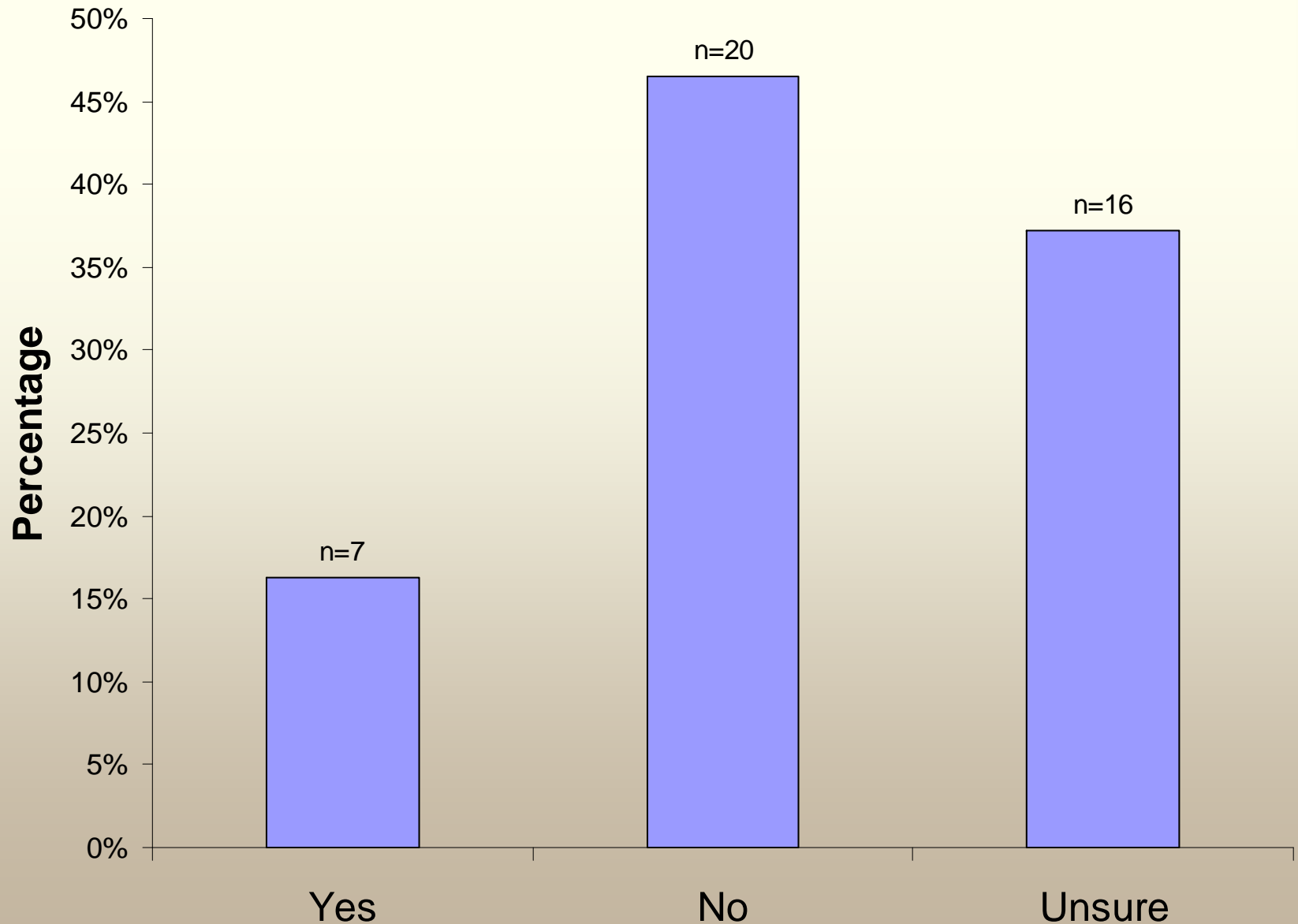


# Students' Perceptions (16)

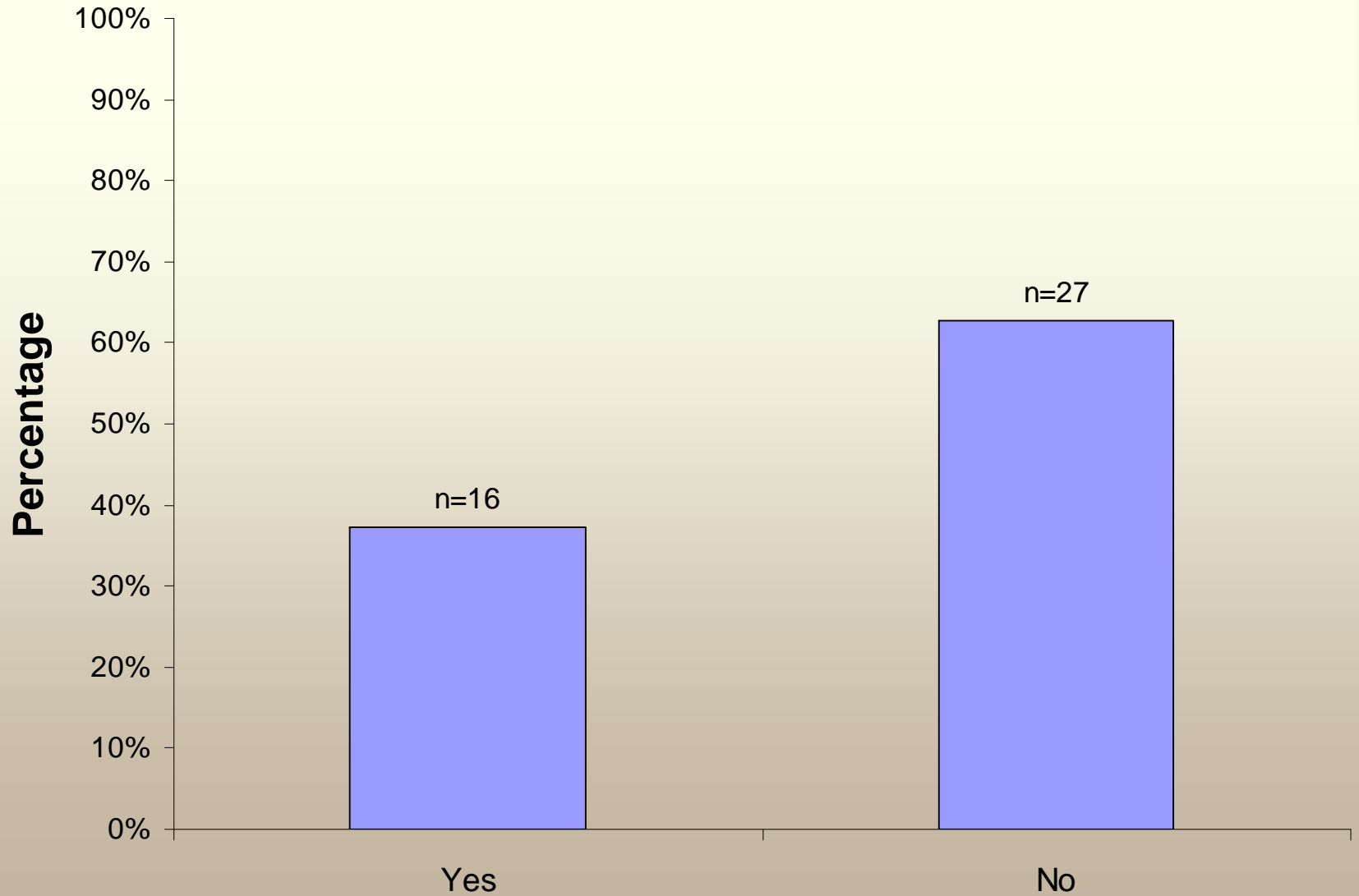
(mostly from teaching evaluations)

- Feedback is generally positive
- Negative comments include:
  - ... they prefer clinical medicine relative courses
  - Boring
  - "Waste of time"
  - No real evidence that it is liked or disliked
  - Complain about difficulty of the formal ethics course
- Varies widely, from "greatly appreciated" to "probably irrelevant to my practice"

# Considering Changes in Training?




# Faculty Development in Ethics





# Resources for Faculty Development?

- Mostly Through General Faculty Development Mechanisms
  - Rounds
  - Continue education
  - consults
- Also
  - Internal Consults
  - Printed Codes



# How To Design A Program (74)

Autonomy (10)

- Confidentiality
- Informed Consent

Principle of Ethics

/Applications (9)

Ethical Reasoning (9)

Professionalism (6)

- Provider/Provider relationship
- Provider/Patient relationship

Cultural Competence (6)

Case Studies (5)

End of life (5)

Law and Ethics (4)

Ethics Committees

/Ethics Audits (4)

Social Justice (3)

Research Ethics (3)



# Improve Current Training (26)

- Available Tools (8)
  - Standardized Case Studies (3)
  - National Ethics Consultation Mechanism
- Faculty Development (2)
  - National Workshop
- Curriculum Embedding (3)
  - Specific Coursework
- Formalized testing
- Accreditation Requirement (2)
- Continuous Quality Improvement





# Improve Current Assessment?

- Faculty Development (4)
  - Interdisciplinary Approaches (3)
- Standardized Curriculum/Cases/Courses (8)
- Formal Assessment (5)
  - Accreditation (1)
- National Workshops, etc (2)
- Develop Self Paced / Online Materials



# Important Components

- Principles of ethics (9)
  - Applications (7)
  - Resources, etc (2)
- Critical thinking (7)
- Case studies (6)
  - Modeling Behaviors (4)
- Interdisciplinary (2)
- Discipline Specific / Professionalism (3)
- Research (2)
- Patients rights (3)



# Why Important?

- Basic Fundamentals For Health Professionals (15)
- Needed Context For Practice (3)
- “Ethical decision making should be theoretically based ... -not just a matter of personal opinion-...”

# QUESTIONS?

