Developing Interprofessional Coursework In Ethics

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Disclaimer

• Neither Dr. Newman nor Dr. Britten have any financial or non-financial interests in the material being presented within this presentation.

• Both are recent members of the Board of Ethics of ASHA, but they are not here in any capacity representing the BOE and any references to ethical situations should not be taken as BOE opinions or expressions.
Why the topic for this presentation?

- Considering we have recently completed terms on the Board of Ethics, there have been some observations to make about IPE and students:
  - Need for continued training in the area of ethics
  - Include how easy it is to “violate” ethics by practicing outside the scope of practice
  - Need for professionals who are collaborative and knowledgeable of other professions and that these professionals understand the need to make ethical decisions
Certification Standards – Audiology and Speech-Language Pathology

• Certification Standards - Audiology
  – Standard IV A – Foundations of Practice in Audiology:
    • Legal and ethical practices (e.g., standards for professional conduct, patient rights, credentialing, and legislative and regulatory mandates)
    • http://www.asha.org/Certification/2012-Audiology-Certification-Standards/

• Certification Standards – Speech-Language Pathology
  – Standard IV-E The applicant must have demonstrated knowledge of standards of ethical conduct.
    • Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.
    • http://www.asha.org/News/2013/New-2014-Certification-Standards-for-Speec h-Language-Pathology/
Quick Review of Interprofessional Education

• Interprofessional education occurs when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes.

• Interprofessional education is a necessary step in preparing a “collaborative practice-ready” health workforce that is better prepared to respond to local health needs.

Goal of Interprofessional Collaboration

• To develop interprofessional collaboration, create a “partnership between a team of health providers and a client in a participatory, collaborative and coordinated approach to shared decision-making around health and social issues” (Canadian International Health Collaborative).

• Interprofessional learning is a reflective and non-linear journey, marked by the evolution of interprofessional collaboration competencies.

• Available from: http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf
<table>
<thead>
<tr>
<th>Integration of IP Competencies in Curricula</th>
<th>Model of IPE (UBC, 2009)</th>
<th>Evidence/Behaviour (Miller, 1990)</th>
<th>Teaching Activities/Strategies</th>
<th>Assessment Activities</th>
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<tr>
<td><strong>Ontario Pre-Reg. IPE Model (2009)</strong></td>
<td>MASTERY</td>
<td>DOES</td>
<td>Clinical placement, contact with real patients/clients, team case conference</td>
<td>Clinical placement evaluation, feedback from patients/clients/family, self-reflection, professional portfolios</td>
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<td>SHOWS HOW</td>
<td>Standardized patients, role play, simulation lab, small group work</td>
<td>OSCE, behaviour checklists/rating scales, video audits, peer feedback</td>
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<td>KNOWS HOW</td>
<td>Case study, enquiry based learning, small group work, on-line forum</td>
<td>Clinical context based tests: Exam, quiz, essay, oral Other: On-line discussion rating, peer feedback, group presentations</td>
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<td>KNOWS</td>
<td>Didactic teaching, discussion, journal club, shadowing experience, seminars</td>
<td>Factual tests: Exam, quiz, essay, oral Other: Reflective journaling</td>
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Life Experiences: Previous education and experiences at entry to pre-registration program
What the model shows...

- Student moves from exposure to immersion to mastery (coursework, clinical experience, practice)
  - Exposure is defined as the initial stage of IP learning, experienced by undergraduate students, with activities largely of a parallel nature, where students learn together, but with less interaction than future stages.
  - Immersion describes activities geared toward undergraduate students approaching graduation that are collaborative. Students now have a strong understanding of their own professional role and can be more open to the roles and views of their peers.
Finally…

• Mastery is the most complex and integrative level, and may involve graduate level work, where participants have previous clinical experience. Learning at the mastery level calls for a strong sense of professional identity.

(Charles, Bainbridge & Gilbert, In press)
When should interprofessional education begin?

• Student engagement generally begins at the undergraduate level.

• Interprofessional education is typically delivered face-to-face, use of technology is emerging as another way to provide interprofessional education.

Challenges of Teaching Ethics in IPE

- Student reaction to interprofessional study
- Controlling a curriculum across schools
- Learning how to think about education in interprofessional rather than profession-specific ways
- Absence of a uniform academic calendar
- Resistance of some faculty
Research on IPE

• Wegner & Hornyak (1999)
• Weichel-Murawski & Swanson (2001)
• D’armour & Oadnasan (2005)
• Neven, Thousand, & Villa (2009)
• Wackerhausen (2009)
• DeChillo, Koren, & Schultze (2010)
• Bennett, et al (2011)
• Richburg & Knickelbein (2011)*
• Milton (2012)
• Engel and Prentice (2013)
Ethics and IPE (Milton, 2012)

- Supports the idea of IPE is to become a mandatory element in the educational training of health professionals.
- Interprofessional team concept is growing in the health organizations (former term: interdisciplinary).
- Use of problem solving strategies can be effective in teaching this concept and keeping the ethical component strong.
- Language and professional boundaries must be understood and explained to all team members.
Engle and Prentice (2013)

- IPE is accepted in treatment for individuals but professions need to be guided by concerns for the patient.
- IPE improves outcomes and is patient-centered.
- Ethical Issues:
  - Fair distribution of services and reasonable access
  - Geographic constraints and opportunities
  - Quality of care
  - Poor communication among service providers
  - Physical and emotional safety of the patient
- Effective collaboration can reduce risks.
Richburg & Knickelbein (2011)

- Presented the importance of IPE with Communication Disorders
- It is a relationship that has been established for many years
  - Speech-Language Pathologist
  - Educational Audiologist
  - School Psychologist
  - Other special education personnel
Why the area of ethics?

• Because ethics is typically covered in all health profession training programs.
• Because teaching ethics interprofessionally enhances learning.
• Because health professionals need to work together for the benefit of the patient and family.
• Because health professionals need to know each other’s skills.
Core Competencies for Interprofessional Collaborative Practice –

• Competency Domain 1: Values/Ethics for Interprofessional Practice
• Competency Domain 2: Roles/Responsibilities
• Competency Domain 3: Interprofessional Communication
• Competency Domain 4: Teams and Teamwork

• [http://www.aacn.nche.edu/education-resources/ipecreport.pdf](http://www.aacn.nche.edu/education-resources/ipecreport.pdf)
Values/Ethics for Professional Practice

• “These values and ethics are patient centered with a community/population orientation, grounded in a sense of shared purpose to support the common good in health care, and reflect a shared commitment to creating safer, more efficient, and more effective systems of care.

• Dombeck (1997) - professional personhood
General Competency Statement

• Work with individuals of other professions to maintain a climate of mutual respect and shared values.
  – Patient-Centered
  – Patient respect, dignity, and confidentiality
  – Embrace cultural diversity

• Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
Teaching Ethics in IPE

• Work in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.

• *Develop a trusting relationship with patients, families, and other team members (CIHC, 2010).*

• Demonstrate high standards of ethical conduct and quality of care in one’s contributions to team-based care.

• *Manage ethical dilemmas specific to interprofessional patient/population centered care situations.*

• Act with honesty and integrity in relationships with patients, families, and other team members. Maintain competence in one’s own profession appropriate to scope of practice.

• Maintain competence in one’s own profession appropriate to scope of practice.
Comments from Medical Student Following Interprofessional Education Training

• “It was an encouraging feeling to have the support, camaraderie and cooperation of other students and preceptors in the community and it gave us the opportunity to experience both learning and teaching roles with each other. It helped make me aware of some of the misconceptions existing between professions and the limitations of our own profession.”
Critical to Successful Interprofessional Learning

• Utilize a variety of adult learning strategies:
  – Including active (versus passive) learning
    • Situational role playing
  – Self-directed (versus faculty-directed) learning
    • Have students create various scenarios/roles
  – Situated (versus classroom) learning
    • Create specific situations for problem-based learning
Consider addressing these questions as curriculum is developed…

• Are the activities individually oriented or population-based?
• Do they contribute to learning in a variety of clinical and community settings?
• Do they foster engagement with students from other professions?
• Are they short- term or longitudinal activities?
• Is the learning provided in separate courses or as “threads” in the curriculum?
• Are the students given flexibility of learning choices or expected to follow a rigid structure to achieve interprofessional competencies?
Specific Activities:

• Exercises to learn the rules of colleagues
• Exercises to learn about the chronically/acutely ill
• Simulations
• Service learning projects
• Reflective writing assignments
• Team based case studies
• Organizing and communicating information to families
Demonstration of Interprofessional Patient Care


- “The Doctor’s Dilemma”, an online resource with case modules that explore medical dilemma’s using information from ‘consultations’ in a number of health professions.

- We can do this!
Summary of Ethics in IPE

• Ethics is typically covered in all health profession training programs
• Teaching ethics interprofessionally enhances learning and understanding
• Health professionals need to work collaboratively for the benefit of the patient and family.
• Because health professionals need to know each other’s skills, but maintain working within the *scope of practice*. 
Questions and Answers