

Ethics and Interprofessional Education

An Exploration Across Health Professions at Duke University

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Background

One of DukeHealth's strategic goals, as reported in the DukeHealth 2016-2017 Strategic Planning Framework, is to "Dramatically increase interprofessional education, research and practice."

Ethics education was chosen to explore the potential for interprofessional education (IPE), as it is foundational to all health professions.

Objective

To explore intentional, classroom-based ethics education for programs in the Duke School of Medicine and Duke School of Nursing as a basis for creating interprofessional ethics education opportunities. The following programs were included in this study:

- ABSN
- DPT
- MBS
- MD
- MHS-PA

Methods

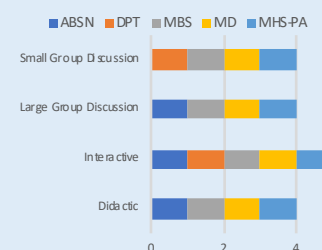
- This was a descriptive, exploratory study, using purposive sampling.
- Course directors were interviewed using a semi-structured questionnaire.
- Interviews were recorded and transcribed.
- NVivo was used for qualitative data analysis.

Findings

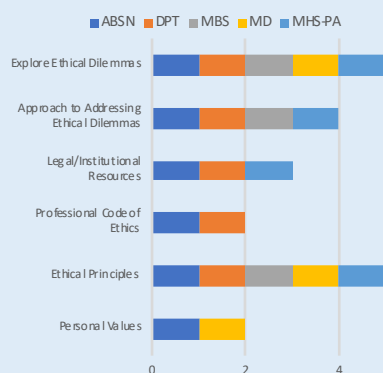
Structure

- Ethics is taught as part of required Professionalism (ABSN, DPT & MBS) or foundational clinical courses (MD & MHS-PA) in all programs.
- Ethics is taught exclusively to each professional group of students.
- Time allotted ranged from 2-10 hours per degree.

Pedagogy



Learning Objectives and Content



All programs explored

- Ethical Principles
 - Autonomy
 - Beneficence
 - Non-maleficence
 - Justice
- Case-based and issue-specific topics such as
 - Conflict of Interest
 - Privacy and confidentiality

Only some programs explored

- Personal Values
- Professional Code of Ethics
- Approach to addressing ethical dilemmas
- Legal/Institutional resources

Opportunities

Explore Personal Values

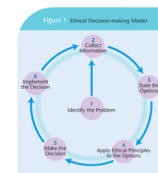
- To promote insight and awareness of personal values that guide attitudes and behaviors in given contexts

Code of Ethics



- To create awareness of values that should guide professional attitudes and behaviors

Approach/Framework for Making Ethical Decisions



- To provide guidance for evaluating options when making ethically complex decisions in patient care

Next Step: IPE for Ethics

- Interprofessional small group discussion of ethical dilemmas relevant to all healthcare professions (HCPs) present
- Discussion focused on management and ethical priorities for each profession
- Conducive to learning about roles and priorities of other HCPs, while fostering development of individual professional identity
- Create appreciation for value of consultation with other team members in making decisions

Conclusions

- There is overlap in terms of the objectives and teaching of ethics.
- There is also opportunity for more comprehensive ethics education curricula across the programs.
- Ethics is an ideal starting point for IPE because it is central to all health professions education and practice.

References

1. Baylis, F, and J Downie. "Ethics Education for Canadian Medical Students." *Academic Medicine*, vol. 66, no. 7, 1991, pp. 413-4.
2. Duke Health Working Groups. Advancing Health Together: Duke Health 2016-2020 Strategic Planning Framework. 2016, pp.13.
3. Lehmann, Lisa Soleymani, et al. "A Survey of Medical Ethics Education at U.S. and Canadian Medical Schools." *Academic Medicine*, vol. 79, no. 7, 2004, pp. 682-689.