Got Ethics?
Exploring the Value of Interprofessional Collaboration Through a Comparison of Discipline Specific Codes of Ethics

Teachers of Quality - Learning Session 5
Geralyn Crain, DDS, PhD
ECU School of Dental Medicine
September 29, 2014

©Dr. Geralyn Crain, East Carolina University
MedEd Portal

- https://www.mededportal.org

Project Rationale

• **Quality health care** requires that health professionals are well informed about the contributions of the own and other health professionals.

• **Ethics is a shared, relevant concern** among health and human service disciplines and is an ideal vehicle to for students from different fields to learn about one another's disciplines and to participate in interprofessional discussions and problem solving.

Interprofessional Education Collaborative, 2011; World Health Organization, 2010
This project is relevant to a number of the general and specific core competencies:

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values.

2. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
3. Listen actively, and encourage ideas and opinions of other team members.

4. Develop consensus on the ethical principles to guide all aspects of patient care and team work.

5. Reflect on individual and team performance for individual, as well as team, performance improvement.
Educational Objectives

• To engage in **respectful discussion** with other health and human service students from the same and different disciplines.

• To develop an **understanding of commonalities and differences in the ethical principles** in health and human services professions.
Comments

• “I used this resource, with slight modifications, for an interprofessional group of medical students and graduate students focused on translational research. It was very useful. The students were engaged, the amount of advanced preparation for students was appropriate and not overwhelming or onerous. It led to a particularly rich discussion of clinical and translational research ethics.”

• The session can be used at any time in a course sequence and may be especially useful as an introductory session.

• This exercise can be used with a small group of 6 students representing at least 2 disciplines or with large group of over 100 students. With large groups, it is important to separate them into small groups of 6 – 8 students, with at least two disciplines represented in each small group.
Student Preparation (prior to session)


   This website is a repository for many professional codes of ethics in health and human services professions. Students are to use a copy of their discipline-specific code of ethics to complete a handout prior to class.
Project Description

Two parts to the project:

I. Discipline-Specific Huddle

II. Interprofessional Ethics Grid
Discipline Huddle

• The Discipline Huddle (15-30 minutes)

• **Purpose**: provide students an opportunity to give voice to the depth and breadth of their discipline-specific professional understanding before they engage in interprofessional collaboration team activities.

• Break into discipline-specific groups and begin facilitated discussion using questions shown below:
Discipline Huddle

a) What does your discipline do and in what settings?

b) What types of patients/clients/consumers would be addressed? What types of issues do they bring?

c) What do you think is unique about your chosen discipline /profession?

d) What do you think your discipline brings to interprofessional collaboration?
Discipline Huddle

- **IPE**: Move the students into their interprofessional teams for a brief large group discussion. Leaders/Faculty solicit observations from students about their respective group observations, including some of the discipline myths and professional challenges.
Interprofessional Ethics Grid

• The Interprofessional Ethics Grid (30 to 45 minutes)

• **Purpose**: familiarize students with their own code of ethics and to determine commonalities and differences in their professional code and that of other professions.

• **Prior to the session**: students complete readings and review their professional ethical codes and come prepared to discuss their Code of Ethics/Professional Ethical Statement with members of their interprofessional team
Interprofessional Ethics Grid

• Students compare their grid among team members from other disciplines.

• What did they learn about their own and other health and human service professions?

• What did they initially believed about their own discipline, interprofessional collaboration, and ethics, and what they now understand differently?
Guiding Questions

1. What are the key principles or concepts of each code of ethics?

2. What is the primary duty to the patient, client, family or community?

3. How does the code of ethics address collaboration?
Guiding Questions

4. How does the code address social justice? Culture/diversity? Autonomy?

5. Does the code of ethics seem to primarily address the patient/client/consumer, the provider or some other group? Does it seem to be created more to enforce standards or to protect the client or provider?
Guiding Questions

6. How might each member contribute to an interprofessional team and in what ways do you believe you need other professions to work competently and ethically?

7. What might be the challenges to interprofessional collaboration?

8. What are the benefits to the client? Provider? System of care?

9. How might interprofessional collaboration impact ethical dilemma faced in practice?
Reflection

• WHAT I BELIEVED ABOUT
  ✓ My discipline; Other disciplines
  ✓ Ethics
  ✓ Interprofessional collaboration

• WHAT I NOW UNDERSTAND DIFFERENTLY ABOUT
  ✓ My discipline; Other disciplines
  ✓ Ethics
  ✓ Interprofessional collaboration