Debriefing with an Ethical Ear: Strategies for Developing Moral Reasoning in Interprofessional Learners

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All workshop participants:

- Scan your badge barcode or sign in to each workshop
- Complete workshop evaluations (paper) and end-of-Summit evaluation (electronic)

Those who purchase CE credit:

- MUST sign in to receive credit
- Will be sent a certificate after the Summit

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Workshop Objectives

Participants will be able to:

1. Integrate evidence based ethics teaching activities into academic and clinical education, advancing the development of ethical reasoning in interprofessional learners.

2. Describe how the "debriefing with good judgment" model and listening with an ethical ear can facilitate meaningful experiential learning in simulation and clinical case debriefings.

3. Be prepared to implement integrated learning experiences in their own curricula to actualize student learning outcomes in the IPEC core competencies.

Overview

- Context
  - IMPACT Practice® ←→ Ethics Education
- Why ethics?
- Evidence Based Ethics Education
  - Sample Pedagogies
- Simulation Learning – Values & Ethics
  - Video review
  - Pair / Share: Facilitated debriefing
- Facilitation challenges and tips
- Discussion, questions and wrap-up

Interprofessional Context for Learning

IMPACT PRACTICE®

Institutional Core Competency Domains
Professionalism• Pt-centered care • Communication • Critical Thinking • Systems-based • Leadership

Required Courses & Activities (examples)

IMPACT Courses

IMPACT 1 HP818
- Common Reading
- Community IMPACT Day Case Rounds; Team Sims

IMPACT 2 HP819
- Health Mentor
- Team Simulations

IMPACT 3 HP821
- Adv. Ethics Seminar

Infant Development Day

Interprofessional Rounds

IMPACT Practice Center
- Uni-prof. Clin Ed. Centers
- IPP/IPE: Chronic Care Model Screening Groups: Wellness, caregiver support

Selected Activities (examples)

| MGH/IHP Interprofessional Dedicated Ed. Units | Crimson Care Collaborative | International IPE travel study | Schwartz Center Educational Rounds | IHI Open School | Nat'l Case competition. |

IPEC Competencies

Community and Population Oriented

Patient and Family Centered

Interprofessional Teamwork and Team-based Practice

Interprofessional Communication Practices

Values/Ethics for Interprofessional Practice

Roles and Responsibilities for Collaborative Practice

The Learning Continuum pre-licensure through practice trajectory
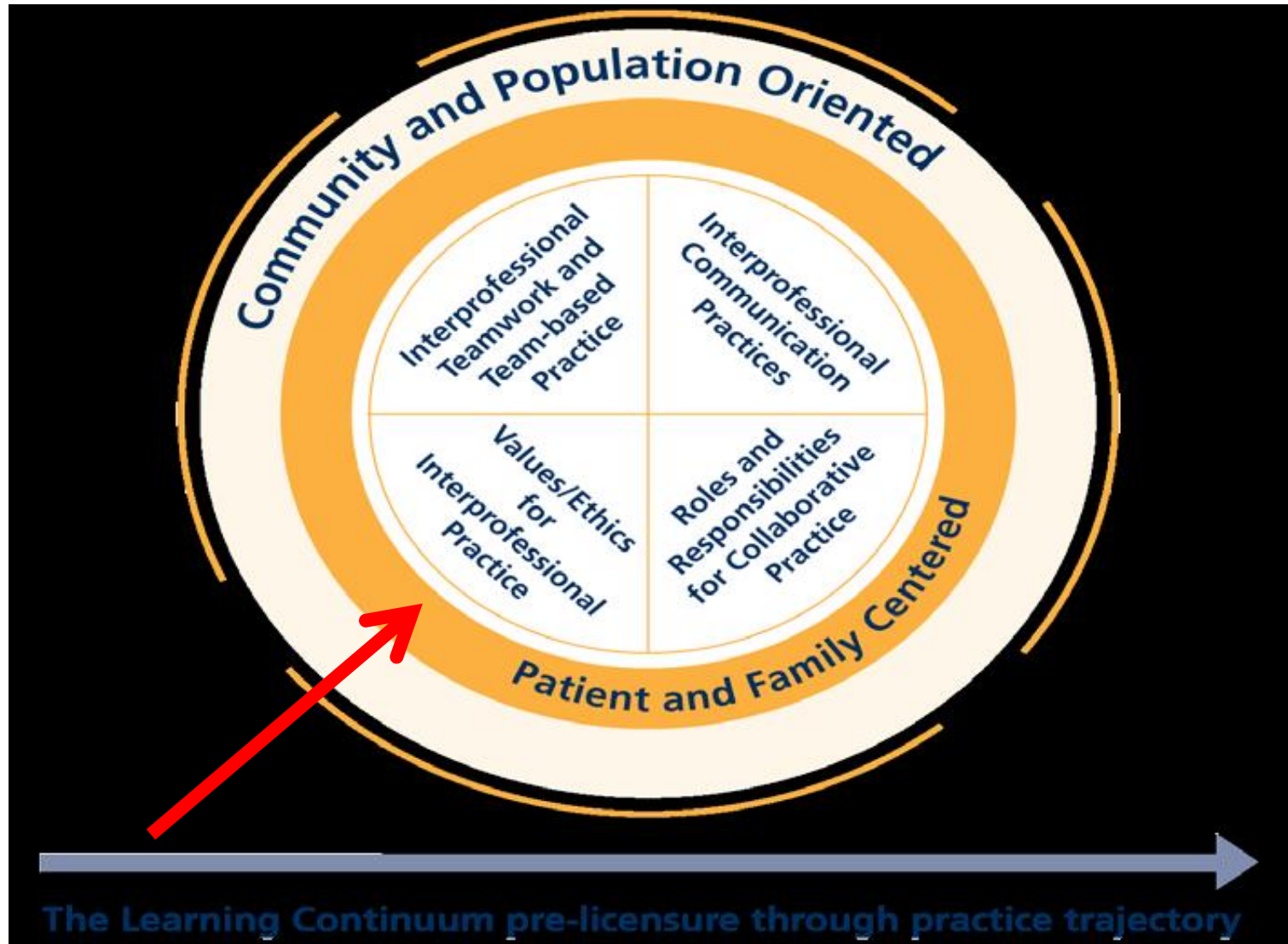
What outcome are we trying to achieve...

- Upon completion of entry level health professions education:
  - students will be prepared to consider the rights and values of others in care decisions
  - develop ethical reasoning and
  - contribute to the shared moral community

Ethical Tension

- Events in professional life that raise morally troubling concerns that involve practitioner uncertainty, threats to integrity, or conflicts around the "right" action (Kinsella et al, 2008, Opacich, 2003).
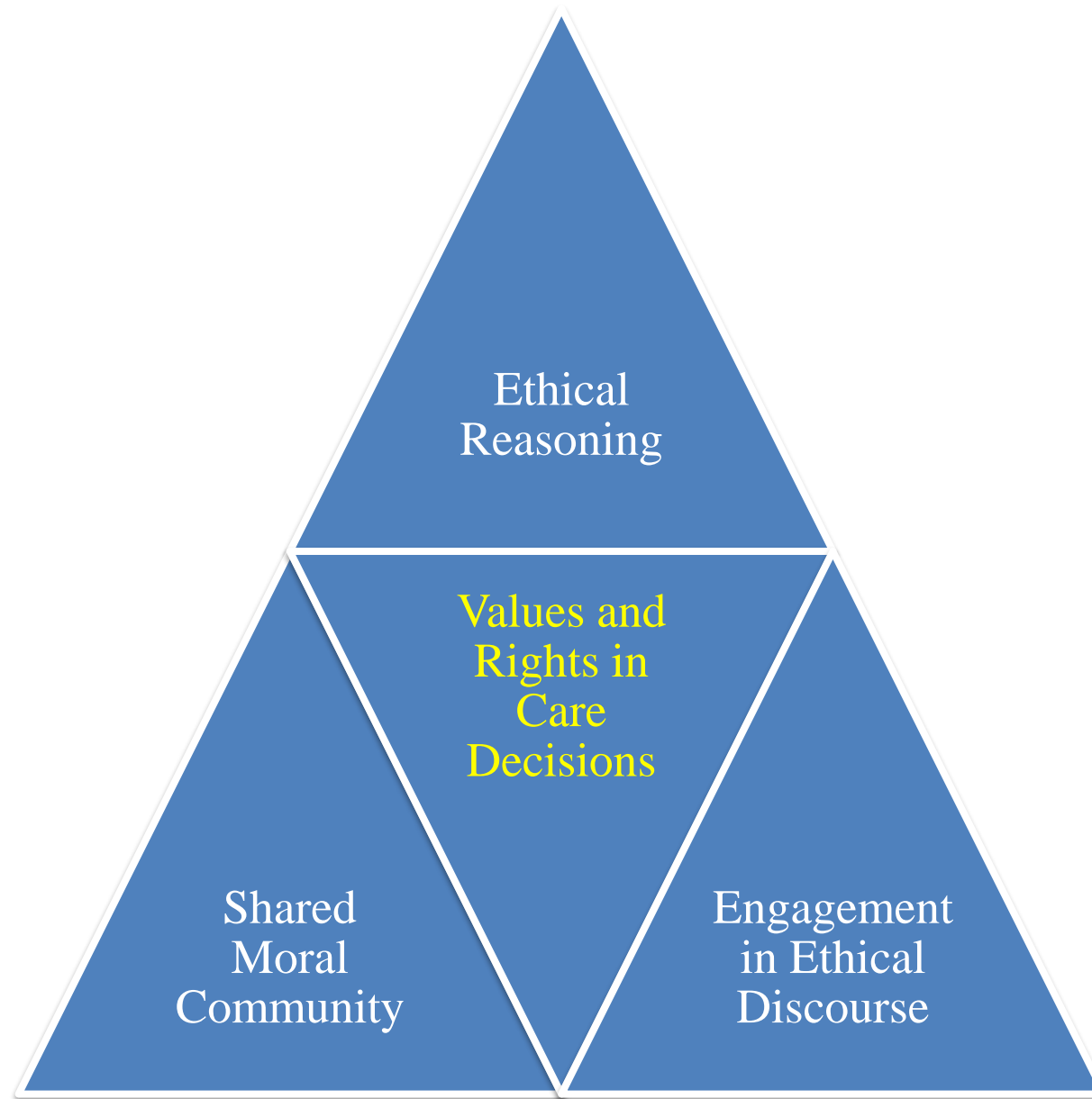
- Being aware of ethical tension often drives the need to take moral action and activates the cognitive processes for moral reasoning.

- In order to effectively reason through ethical tensions, the clinician must not only be aware, but recognize *different types* of tensions encountered in practice.

Awareness → What is the tension → What *type* of tension is it – distress / dilemma

Moral Reasoning → Activation of cognition processes → Systematic Analysis / Frameworks

Reflection → Thinking in and on action → Sharing lessons learned interprofessionally
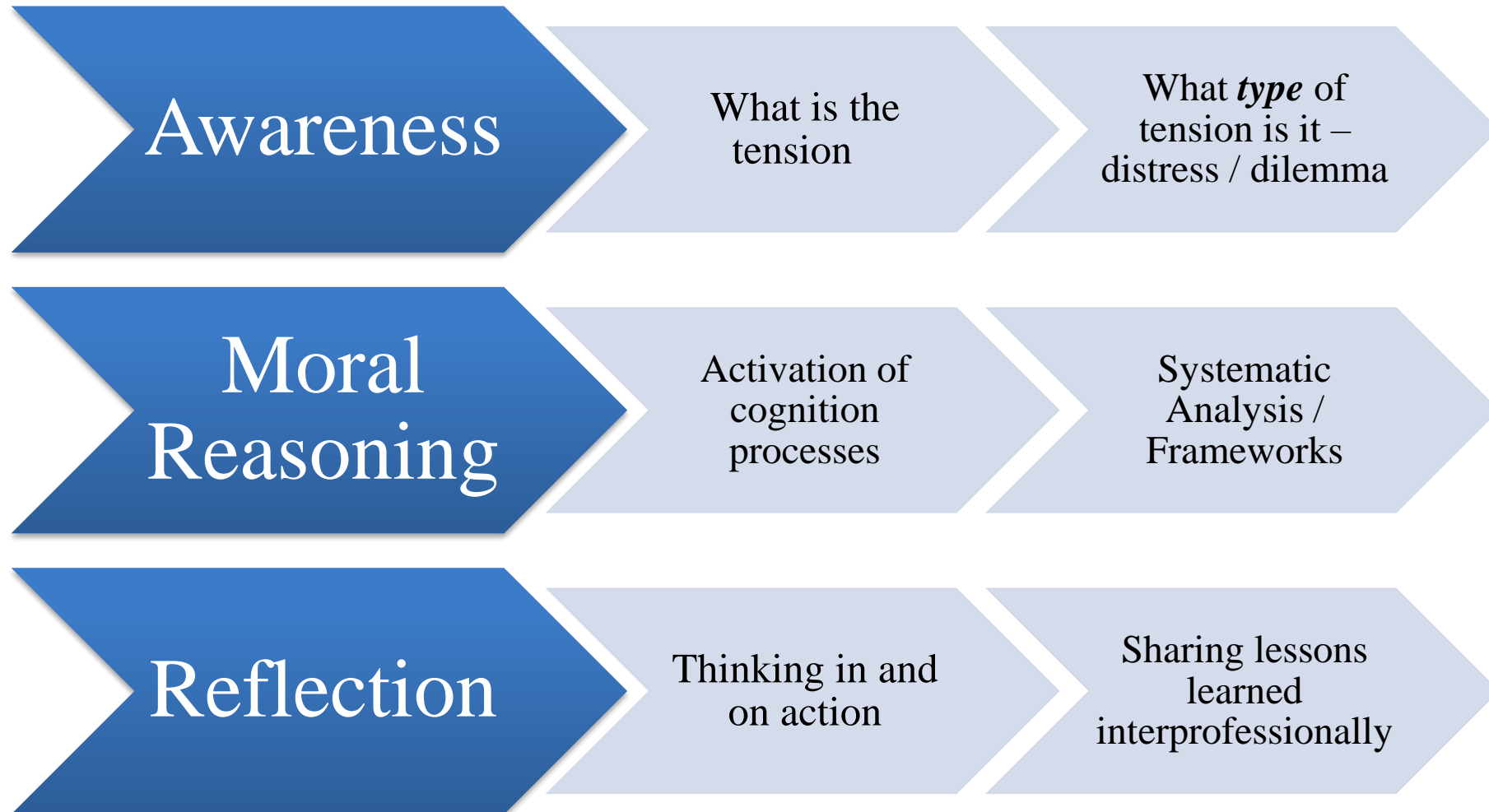
Prevalent Ethical Issues in Practice

(Doherty & Purtilo, 2016; Bushby, Chan, Druif, Ho, & Kinsella, 2015; Foye, Kirschner, Brady-Wagner, Stocking, & Siegler, 2002; Slater & Brandt, 2011)

- resource and reimbursement issues
- upholding ethical principles and values
- client safety / vulnerable clients
- confidentiality
- interpersonal conflicts
- upholding professional standards
- balancing dual obligations – institutions and clients

Why Ethics and Values Matter

- Decision making in healthcare cannot be understood without including how values are "acted and experienced in encounters between patients, clients, and different groups of professionals" (Johansson, 2013, p. 427).

So how do we get students to experience ethics?

- See
- Feel
- Do
- Reflect

Integrated experiential learning to advance moral reasoning

- Experiential is not just via clinical placements or one course

- Experiential learning labs support constructivist educational practice (Benson, 2013)
  - Kolb cycle – experience, reflect, conceptualize, experiment
  - Fink – learner centered, meaningful learning activities
    - Target the human dimensions of learning = meaning making = critical thinking

- Student run clinics advance clinical reasoning and interprofessional attitudes in the academic setting (Sief et al, 2014, control group)

Best Practice in Ethics Education

(Wiles, Murray, Baker, Berndt, and Boshoff 2016, Doherty 2007, Sisola, 2005)

- Make Ethics Explicit
  - If ethics is a thread – make sure you can see it
  - incorporate repeated exposure for cumulative and sustained effect
- Link theory with real-life situations and practice
- Teach a framework for ethical decision making
- Use intensive models
- Expose students to multiple views using a variety of methods

Teach a Framework for Ethical Decision Making

- Six Step Process of Ethical Decision Making (Doherty and Purtilo, 2016)

- Consensus model (Morris 2003)

- Realm-Individual-Process-Situation (RIPS) model (Swisher, Arslanian, & Davis 2005),

- DECIDE model (Thompson, Melia, Boyd, & Horsburgh, 2006)

- Four Box Model (Jonsen, Siegler, & Winslad, 2010)

Six Step Process of Ethical Decision Making (Doherty & Purtilo, 2016)

1. Get the story straight - gather relevant information
2. Identify the type of ethical problem
3. Use ethics theories or approaches to analyze the problem
4. Explore the practical alternatives
5. Complete the action
6. Evaluate the process and outcome.

How does this help?

- Makes reasoning explicit

- Teaches a framework to foster critical thinking and reflection

- Increases the number and diversity of supporting criteria for ethical decision making and enhances the number of alternatives put forth towards resolution (Park, 2012).

Sample Pedagogies

- Values clarification activities
- Common Reading Programs
- **Interprofessional Simulation**
- Clinical Debriefing
- E-Portfolios

Appreciation of Values Related to Professional Development
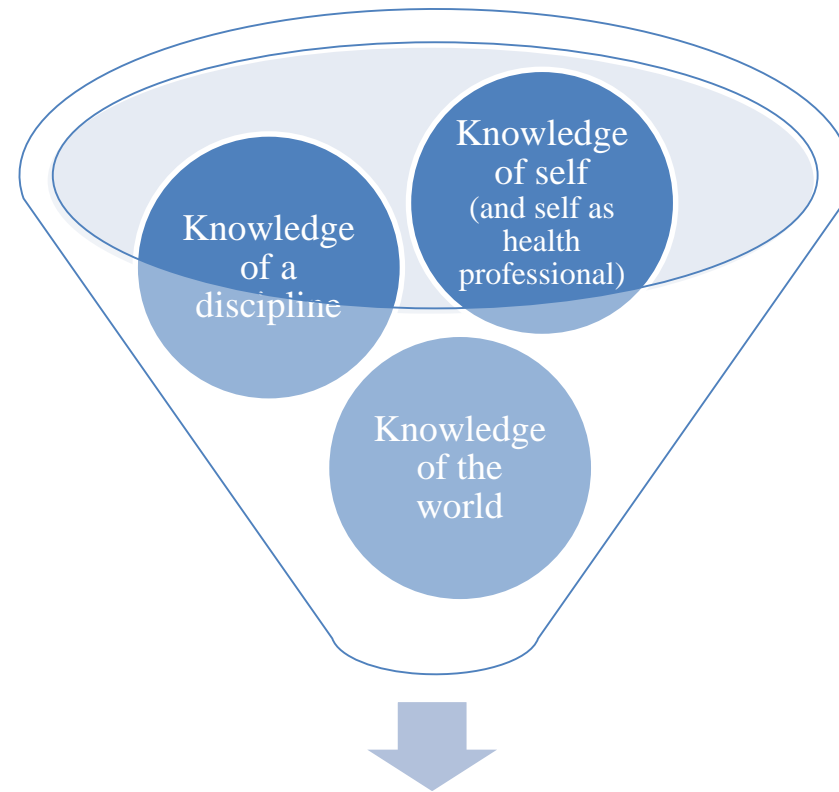
Whole student development

Modified from: H. Elmendorf

Sample Values Clarification Activity

Values Clarification Activity
Developed by: Regina F. Doherty OTD, OTR/L, FAOTA

Human behavior is shaped in part by our beliefs and values. As health professionals we must reflect on our own values and begin to analyze the influence that these values may have on our professional practice.

Step 1:
Make a list of 10 of your most strongly held personal values from the list below. This list is not comprehensive, so feel free to add values as appropriate.

Achievement	Knowledge	Religious faith	Control
Altruism	Love	Skill	Kindness
Autonomy	Loyalty	Wealth	Forgiveness
Creativity	Competition	Wisdom	Humility
Emotional well being	Physical appearance	Friendship	Dignity
Health	Pleasure	Financial security	Accountability
Honesty	Power	Environment	
Justice	Recognition	Physical activity	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10._____

Step 2:
Reduce the list to five.

1. _____
2. _____
3. _____
4. _____
5. _____

Step 3:
Now imagine that you can only have three. Which two would you give up and which would you keep and why?

1. _____
2. _____
3. _____

Step 4:
Take a look at the remaining values on your list. Consider the following questions:

1. What do those values say about you as a person?

2. To what degree is your behavior consistent with your stated values?

3. What values are most difficult to live by in the outside world?

4. How might they affect your life as a health professional?

1   2

Source: Doherty, R.F. (2014). Ethical Practice. In B.A. Schell, M. Scaffa & G. Gillen (Eds.) *Willard and Spackman's Occupational Therapy, 12th Edition.* New York: Lippincott, Williams and Walkins.

Common Reading Programs

- Story as a global way to construct meaning
- Narrative allows the student to process the ethical questions that are raised
- Articulate the central role of values and ethics in health professions practice
- Shared moral experience
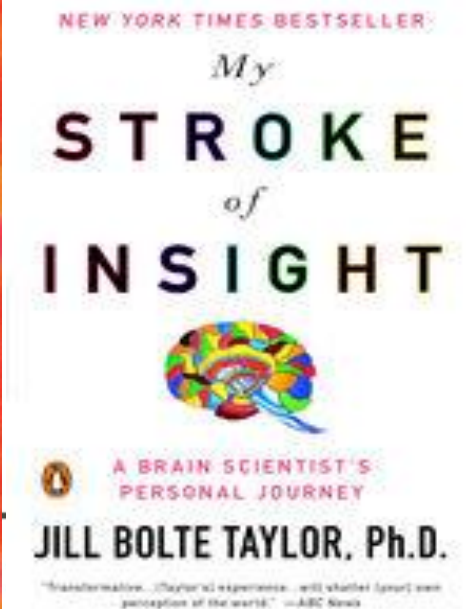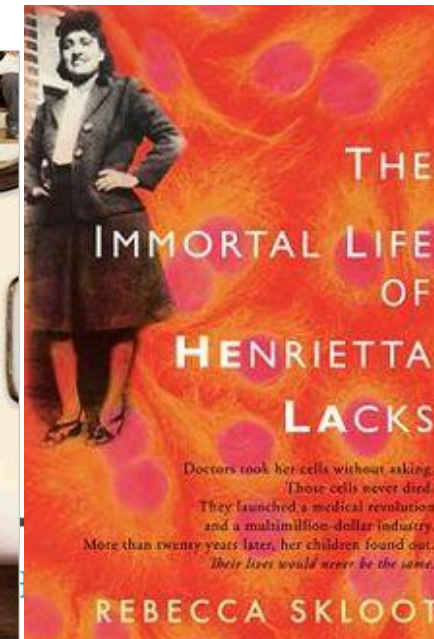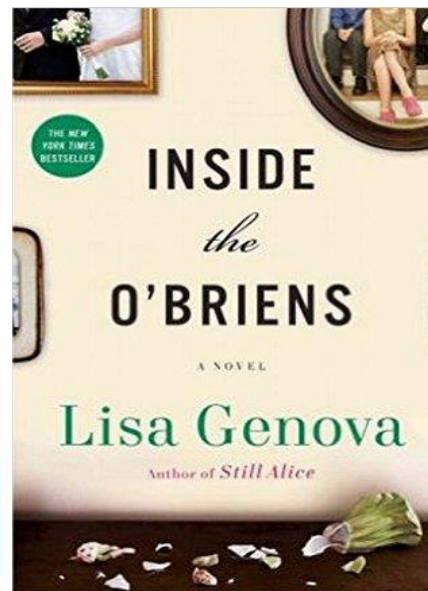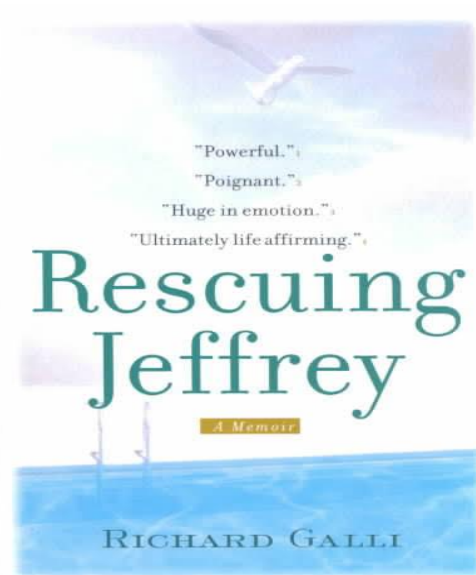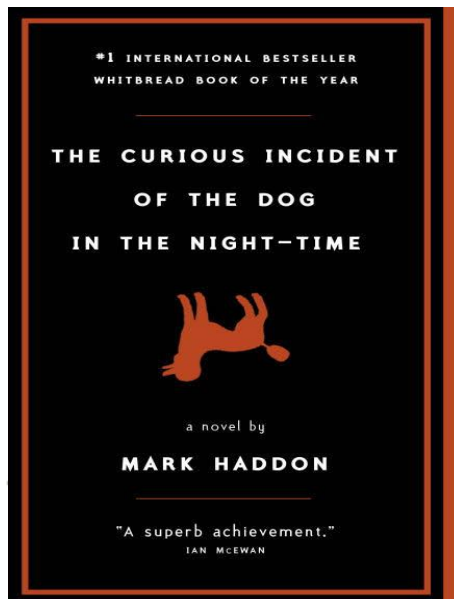
Documented Outcomes of Interprofessional Common Readings
(Clark 2014; Doherty, Cahn & Knab, 2018; Slusser et al, 2018)

- Sustainable and effective IPE

- Facilitates perspective taking in IP learners
  - Patient as a person
  - Patient / Family / stakeholder perspective
  - Alternate perspectives / values

- Sustained learning for empathetic connections with patients, families, team members

- Understand the uncertainty of the human condition and what it means to give and receive care

E-Portfolio

- *Explicitly* prompt ethics in your e-portfolio
  - Include an artifact that demonstrates your ability to understand ethics in a complex context
    - What is complex about this situation
    - If you had to take a stance in this situation what would it be? Articulate your stance to the interprofessional care team.
    - How is this stance informed by who you are?

Interprofessional Simulation
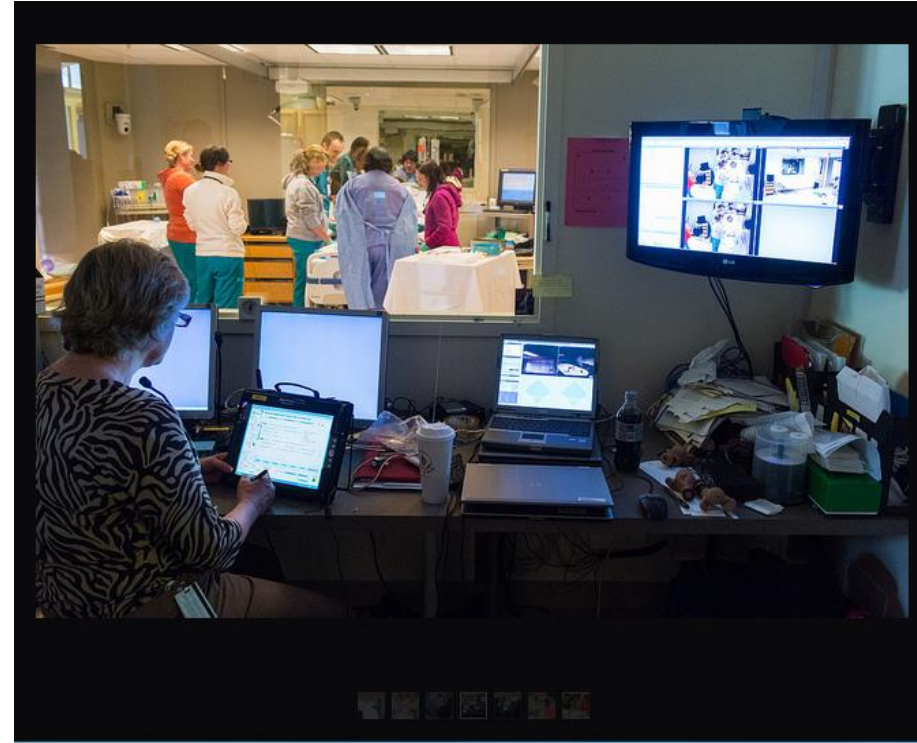
What can simulation focused on values and ethics achieve?

- Safe, controlled environment where there is no negative consequences of an error

- Lived experience, hence lived emotion

- Authentic practice / skill development in moral reasoning and courage

- Safe environment to reflect on performance and develop strategies for development

Developing Your Simulation Experience

- Determine participants

- Establish learning objectives

- Develop Scenario (<u>consider signal / noise balance</u>)

- Test the Scenario (aka the dry run)

- Run the simulation

- Debrief

Example IP Simulation Objective:

– Develop rapport and communicate with patient and family in a manner that conveys respect and empathy, and includes the patient and family in co-creation of the care plan.

Developing Your Simulation Scenario

- Establish parameters of the scenario
- Who is the patient and what care delivery component(s) are you addressing? Are there others involved?
- What is the care delivery setting?
- What are the challenges of the interaction?
- Develop simulation materials
- Medical record/background information
- Case information for students
- Detailed script for standardized patients/other actors
- Trial Run

Running An Effective Simulation

- Agree on the fiction contract

- Establish a safe environment

- Participants pre-brief and establish game plan

- Observers are active and attend to details

- KEY to LEARNING: Post simulation debriefing

Facilitated Debriefing

"A conversation to review a real or simulated event in which participants analyze actions and reflect on outcomes and thoughts that drive actions, including shared decision making, with the intent to improve or sustain performance in the future".

-Center for Medical Simulation

www.harvardmedsim.org

Three Stages of Debriefing

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- Reactions

- Understanding

- Summary

Reactions

- Reinforce and emphasize that this is a "safe space"
- Clear the air and set the stage for discussions of feelings and facts
- Get initial reactions
- Greet participants as they leave the room to listen to their initial reactions

Understanding

- Exploring: Use advocacy and inquiry:
  - "I saw ….., I heard ….., and I'm wondering ……?"
- Discussion and teaching
  - Have you heard about …?
  - Tell me what you have learned about ……?
- Generalize
  - "Next time that ….what might you do?
  - How can we apply this to future practice?

Summary

- What worked well?
- What should be changed?
- What would you do differently?
- What are your take aways?

  - **<u>Everyone</u>** around the table states their most poignant "take-away"

Debriefing with an Ethical Ear

- Make values language explicit
- Be *genuinely* curious
  - explore the learner's frames
  - explore the learner's values
- Reinforce ethical tenants / concepts
  - Autonomy; consent; assent
  - Shared Decision Making
  - Balancing burden / benefit
  - Balancing beneficence / fidelity

Debriefing with an Ethical Ear

- Highlight sim performance
    - Feelings verses facts
    - Silence (or lack of)
    - Closed conversation / paternalism
    - Character
    - Courage
    - Team moral agency
- Give a participants and observers a minute to think

Advocacy & Inquiry Process – Practicing Debriefing

- Video clip
- Take notes as you observe this simulation
  - What people say
  - How they say it
  - Body language
  - Interactions with each other
  - Interactions with patient and caregivers
- Develop your Advocacy-Inquiry question and pair-share
- Discussion

Video Clip

Clinical Debriefing

Facilitation: Summary and Tips

- Assure students that "everything is on the table" and this is a safe space

- First allow for an emotional reaction

- Ask questions without judgment in the advocacy/inquiry method

- Facilitate the conversation

- Help the students' understand their own cognitive frame first – then teach. Allow for silence

- Encourage and support moral courage

Thank you!

Thank you for your commitment to ethics and interprofessional education

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