



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

An Innovative Integrated Ethics Curriculum

Lynda Eccott

Victoria Wood

Learning Objectives

- ✓ Describe the UBC emerging model for an integrated curriculum focusing on ethical practice
- ✓ Discuss the content for the multi- and inter-professional learning
- ✓ Explain ways in which programs can engage with the material from their own unique uni-professional lens

Background

- ✓ 15 HHS programs at UBC across 5 faculties
- ✓ Creation of UBC Health:
 - Integration of health professional programs at UBC
 - Support learning that is unique to each profession
 - Seek economies of scale for foundational knowledge common to all programs through technology
 - Create relevant opportunities for interprofessional learning in complex areas of healthcare

Background

- ✓ Committee of Health Dean's mandate to test an integrated curriculum using ethics as the exemplar
- ✓ Created interprofessional working group - members have experience with ethics and/or IPE

Working Group

- ❖ Leandra Best
- ❖ Michael Burgess
- ❖ Philip Crowell
- ❖ Donna Drynan
- ❖ Bethan Everett
- ❖ Judy Gillespie
- ❖ Elizabeth Jones
- ❖ Patricia Marck
- ❖ Claudia Ruitenberg
- ❖ Patricia Rodney
- ❖ Sheila Epp
- ❖ Lisa Kraft

Faculty of Dentistry
Centre for Applied Ethics
Medical Undergraduate Program
Department of Occupational Science
School of Physical Therapy
Social of Social Work, UBC Okanagan
School of Social Work
UVic School of Nursing
Faculty of Education
School of Nursing
School of Nursing, UBC Okanagan
Okanagan College

Developmental Process

GOAL: Competent Ethical Practitioner



Internal Environmental Scan

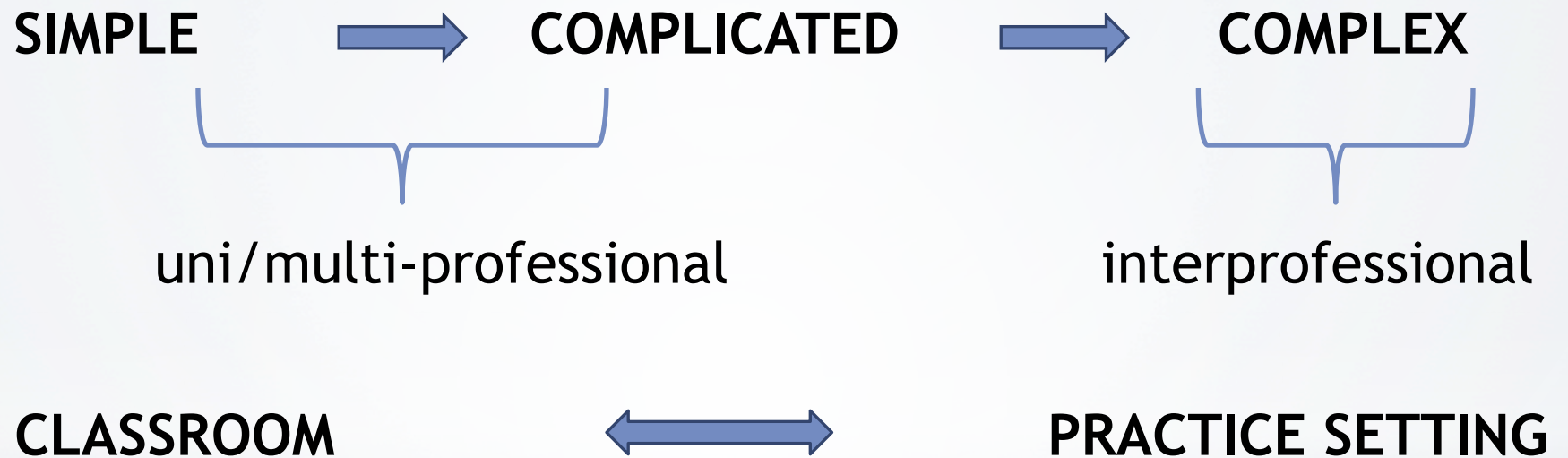


“3 Pillars” Curriculum Model

3 Pillar Approach

- ✓ **UNI** - content is 'profession specific' and needs to be delivered uni-professionally in each program
- ✓ **MULTI** - content is common and applicable to all professions and can be delivered to all students at once; via flexible-learning; capitalizes on efficiencies
- ✓ **INTER** - learning is best done in inter-professional teams of students, allowing them to learn about, from and with one another in complex ethical scenarios

Continuum of Learning



Developmental Process

GOAL: Competent Ethical Practitioner



Internal Environmental Scan



“3 Pillars” Curriculum Model



Guiding Principles



Exit Competencies & Learning Outcomes



Domains of Learning

4 Domains of Learning

- ✓ Foundations of Ethical Practice
- ✓ Human Dimensions of Ethical Practice
- ✓ Collaboration and Ethical Practice
- ✓ Application of Ethical Practice

Developmental Process

GOAL: Competent Ethical Practitioner



Internal Environmental Scan



“3 Pillars” Curriculum Model



Guiding Principles



Exit Competencies & Learning Outcomes



Domains of Learning



Milestones

Milestones

- ✓ Designed to be a general guide towards progress of meeting the exit competencies
- ✓ Represent the key concepts a student should have met by a certain time in their program of study
- ✓ Created for each competency across quartiles

Milestones

First Quartile*	Second Quartile	Third Quartile	Fourth Quartile
<i>Foundations of Ethical Practice</i>			
<ul style="list-style-type: none"> Describe the key concepts of everyday EP, including EDM. Know content of own professional code of ethics. 	<ul style="list-style-type: none"> Describe how professionalism relates to EP, including EDM. 		
<i>Human Dimensions of Ethical Practice</i>			
<ul style="list-style-type: none"> Identify personal values, beliefs, and perspectives. Understand the difference between personal and professional values. 	<ul style="list-style-type: none"> Recognize and respect others' values, beliefs, and perspectives in the context of EP. 	<ul style="list-style-type: none"> Constructively addresses the differences between personal values, beliefs, and perspectives with those of other HCPs in the context of EP. 	<ul style="list-style-type: none"> Recognize unethical behaviour. Apply ethical approaches to unethical behaviour.
<i>Collaboration and Ethical Practice</i>			
<ul style="list-style-type: none"> Aware of differences amongst other HCPs' professional codes of ethics. Recognize the diverse range of stakeholders involved in EDM. 		<ul style="list-style-type: none"> Collaborate with other HCPs when engaged in complex ethical discussions. 	<ul style="list-style-type: none"> Collaborate with patients/clients/families and HCPs when engaged in EP.
<i>Application of Ethical Practice</i>			
<ul style="list-style-type: none"> Apply an EDMF to personal examples. 	<ul style="list-style-type: none"> Apply an EDMF to non-complex clinical situations. 	<ul style="list-style-type: none"> Apply an EDMF to complex clinical situations. 	<ul style="list-style-type: none"> Apply an EDMF to ethical policy development.

Quartile #1 - Foundations of Ethical Practice

Online Module

- ✓ Multi-professional
- ✓ Interactive
- ✓ Self-directed
- ✓ Self reflective

Interactive Workshop

- ✓ Interprofessional
- ✓ Enables students to learn with, from, and about each other
- ✓ Builds on previous learning

Quartile #2 - Ethical Decision-Making

Online Module and Case

- ✓ 100% Self-Directed
- ✓ Learners work through each component of an Ethical Decision-Making Framework
- ✓ Module content provides guidance on how to effectively use the framework
- ✓ Learners choose from several cases that show different contexts and diverse patient populations

Quartiles #3 & 4 (Under Development)

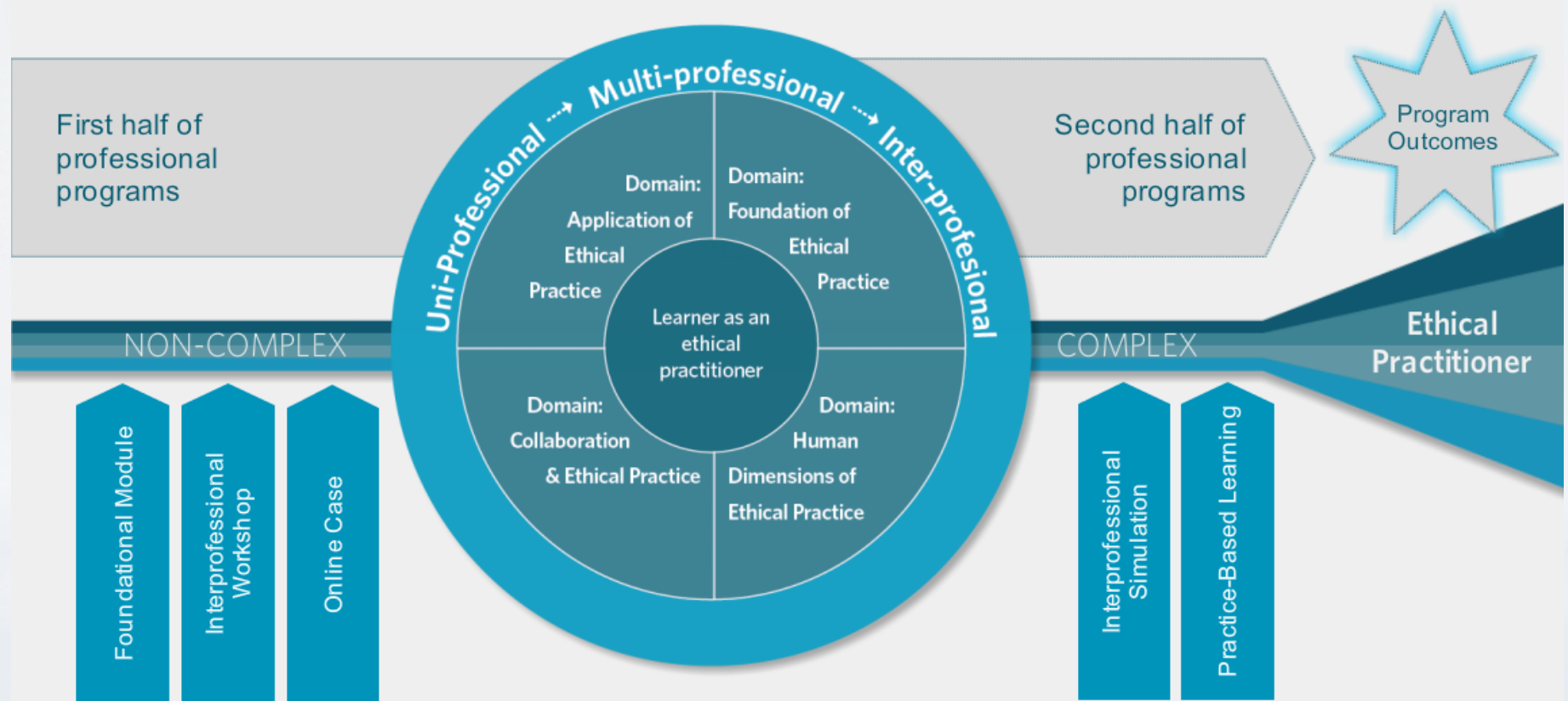
Interprofessional Simulation

- ✓ Complex ethical situation
- ✓ Face-to-face
- ✓ Discharge planning meeting

Practice-Based Activity

- ✓ Reflection
- ✓ Assignment to be submitted
- ✓ Online module to prepare preceptors to support student learning

The Integrated Ethics Curriculum



Questions?

Lynda Eccott (MSc. Pharm)
Lead, Integrated Ethics Curriculum
Office of Vice-Provost Health
University of British Columbia
Vancouver, B.C. Canada
eccott@mail.ubc.ca