

USING ON-LINE RESOURCES FOR IN CLASS EXERCISES: GOT ETHICS?

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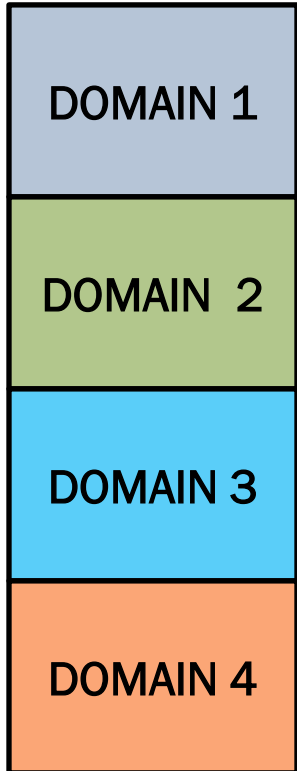
**Patient-centered
Equitable**

**Safe
Effective
Patient-centered
Timely
Efficient
Equitable**

**Prevents errors.
Built on a culture of safety
Learns from errors.
that involves health care professionals,
Built on a culture of safety
organizations, & patients.
that involves health care professionals,
organizations, & patients.**

Institute of Medicine. *Crossing the Quality Chasm: A New Health System for the 21st Century*. 2001.





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

Got Ethics?

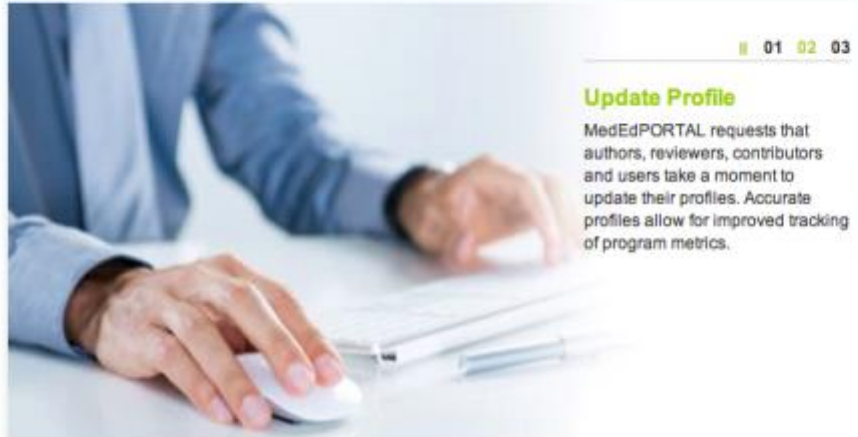


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Interpersonal Assessment

Assessment of Medical Student Professionalism Development



Thirteen measures of medical student professionalism were developed with grants from the NBME Stemmler Medical Education Fund. The measures were designed to assess medical student professionalism development throughout the four years of the undergraduate medical education curriculum....

More publications like this:

- [Assessment in Medical Education: Focus on Professionalism](#)
- [360-Degree Professionalism Assessment Instrument](#)
- [Professionalism: Self-Study Module](#)
- [Professionalism in Radiology: A Guide for Residents and Medical Students](#)
- [Professionalism Workshop: Applying the Elements of Professionalism Through Scenario Learning](#)

Quality Improvement and Patient Safety

Teaching Video: "Handoffs: A Typical Day on the Wards"



This teaching video represents a worst-case communication failure scenario based on a string of common, yet avoidable pitfalls in patient handoffs as documented in our body of research. This resource has been utilized to instruct undergraduate and graduate medical education trainees on the barriers and facilitators to effective care transitions. This workshop can be offered either within a cultural competency curriculum o...

More publications like this:

- [Safe Transitions for Every Patient \(STEP\): A Resource Guide for Community Preceptors](#)
- [Teaching Video and Checklist: "Falling through the Cracks: Year End Resident Clinic Handoffs"](#)
- [Objective Structured Video Examination \(OSVE\) Toolkit for Teaching and Assessing the ACGME Competencies \(Out of Print\)](#)
- [Save Star Simulation Saturday- Planning and Implementing an Interprofessional Simulation Day](#)
- [Death on the Wards: Preparing Medical Students for Clinical and Clerical Duties](#)

- Plastic Surgery
- Preventative Medicine
- Psychiatry
- Radiology
- Surgery
- Urology

Dental Disciplines

- Advanced Dental Education
- Advanced Education in General Dentistry
- Assessment, Diagnosis, and Treatment
- Basic Sciences Assessment
- Biochemistry/Cell Biology
- Biostatistics and Epidemiology
- Clinical Exam
- Clinical Neuroscience
- Clinical Sciences Assessment
- CNS/Neuroanatomy/Neuroscience
- Communication and Interpersonal Skill
- Continuing Dental Education
- Critical Thinking
- Dental Public Health
- Embryology
- Establishment and Maintenance of Oral
- Esthetic Dentistry
- Ethics
- Genetics
- Geriatrics
- Graduate Medical Education
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Publications (2)

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

Format: Evaluation Tool, Reference

Published: January 30, 2013

► **Advanced Communication Skills Cases**

Format: Case, Evaluation Tool

Published: September 8, 2011

Showing 1-2 of 2

Page: 1

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

Format	Publication ID	Version	Published
Evaluation Tool, Reference	9331	1	January 30, 2013



Description

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 session is relevant to a number of the general and specific core competencies named in the Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel, including:

- Work with individuals of other professions to maintain a climate of mutual respect and shared values.
- Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
- Listen actively, and encourage ideas and opinions of other team members.
- Develop consensus on the ethical principles to guide all aspects of patient care and team work.
- Reflect on individual and team performance, and use this reflection to guide performance improvement.

The session can be used at any time in the curriculum and may be especially useful as an introductory session.

Citation

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Related Materials

Publications (5)

- Major Public Health Issue as a Vehicle for Interprofessional Curriculum: A Simulated Obesity Module Involving Seven Disciplines
- An Interprofessional Collaborative

- Instructors Guide
- Worksheets
- Student Handouts
- Evaluation Forms

“GOT ETHICS?”

Values & Ethics

Student Oriented

VE1. Place the interests of patients and populations at the center of interprofessional health care delivery.

VE4. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.

Each profession reads up on their own Code of Ethics. Assess their ethical code in regards to its “interprofessional readiness.”

VE7. Demonstrate high standards of ethical conduct and quality of care in one's contributions to team-based care.

VE8. Manage ethical dilemmas specific to interprofessional patient/population centered care situations.

- Key principles
- Primary duty of service
- Collaboration

Create interprofessional teams and compare ethics/values.

Bring all student together and discuss any “aha” moments and provide assessment questions.

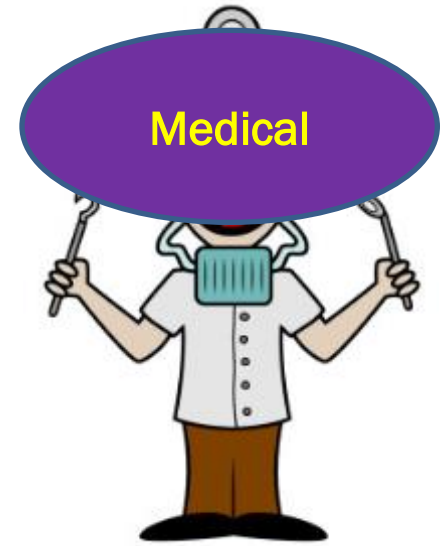


“GOT ETHICS?”

The Faculty Friendly Version



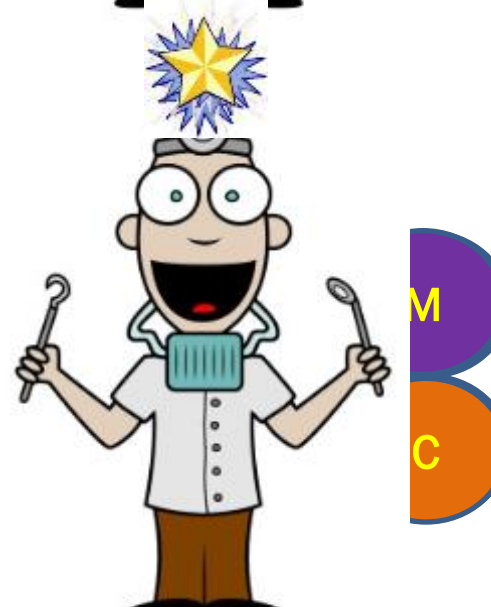
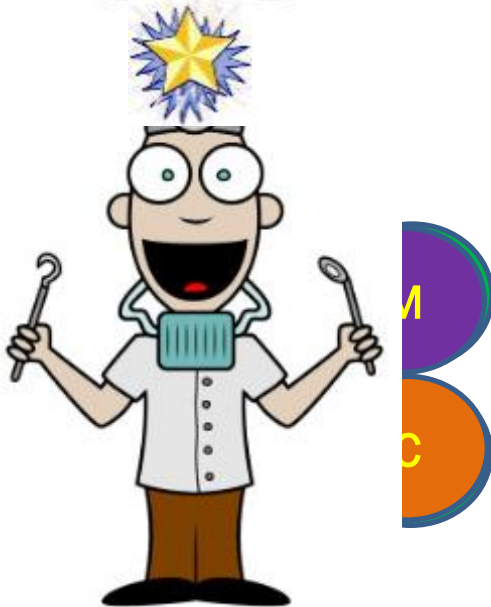
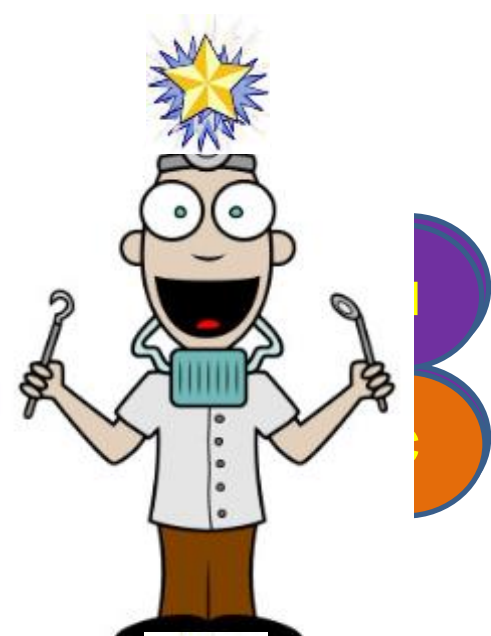
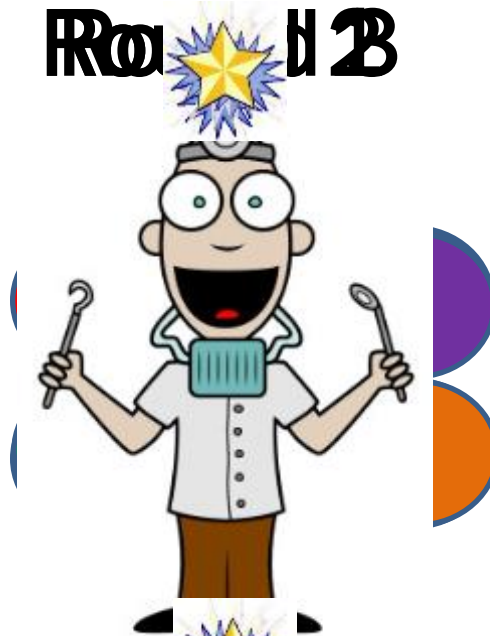
Let's Play Doctor!



#2 Who do we rely on for safety component



Row 1 B



REVIEW

Take advantage of on-line resources for IPE exercises and ideas.

Decide on target audience: faculty or students?

Ground your exercise in the IPEC competencies.

Experiment with the exercise to meet your institution's specific needs.

Give credit to the resource creators and website.

Have Fun!

REFERENCES

Committee on Quality Health Care in America, **Institute of Medicine**. *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, DC: National Academy Press; 2001.



<http://www.mededportal.org>

Got Ethics?

<http://www.mededportal.org/publication/9331>

Nickol D, Brown D, Collier D, Margalit R, Miller C, Paulman P, Woscyna G. IPE: Small Group Exercise in Professionalism and Code of Ethics Development

IPEC

<https://ipecollaborative.org/>



Thank you



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