

Excellence in Ethics

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Why ethics? Why now?

- From religious sisters to lay leadership
- Development of Mission infrastructure
- Research ethics
- Clinical ethics in Australia
- **Clinical ethics in the United States**
- Succession planning



Clinical ethics in USA

- **US Veterans Health Administration**
 - *IntegratedEthics*
- **American Society for Bioethics & Humanities**
 - *Core Competencies for Healthcare Ethics Consultation* Second Edition (2011)
 - *Improving Competencies in Clinical Ethics Consultation: An Education Guide* (2009)
- **Catholic Health Association of the United States of America (CHAUSA)**
 - *Striving for Excellence in Ethics: A Resource for the Catholic Health Ministry* (2011)

Striving for Excellence in Ethics



- website with resources and tools
- **booklet (54 pages)**
 - **components** of a robust ethics service
 - **standards** for each of these components
 - tool for assessing performance
 - strengths
 - gaps
 - opportunities for improvement

Components of a robust ethics service



1. Ethics expertise
2. Ethics committees
3. Consultation and advisement
4. Education and formation
5. Policy review and development
6. Community outreach
7. Institutional integration
8. Leadership support

Standards



1. Ethics expertise

- “designated individual within the organization with expertise in ethics or, at minimum, easy access to someone outside the organization with expertise in ethics”
- mentoring for the individual with ethics expertise if s/he is
 - new to health care
 - new to Catholic health care
 - new to the role



Standards (cont'd)

2. Ethics committees

i. Structure

e.g. clear statements about the committee's functions, membership, meetings, etc

ii. Competencies

e.g. core curriculum

iii. Procedures

e.g. annual needs assessment and goal setting



Standards (cont'd)

3. Consultation and advisement

- i. Advisement
- ii. Prospective consultation
- iii. Retrospective case analysis
- iv. Proactive or preventive ethics
 - clear statements about access, procedure, information management, membership, competencies, ongoing education, evaluation, quality improvement, and so on

Standards (cont'd)



4. Education and formation

i. Infrastructure

e.g. identifies audiences, develops program(s), integrates ethics education into existing programs

ii. Resources

including financial resources, time, space and equipment

iii. Integration

e.g. ethics education is included in orientation, and linked to KPIs and performance goals

Standards (cont'd)



5. Policy review and development

- develops and reviews policies & processes
 - key ethics areas in **clinical practice** (e.g. informed consent, Not for CPR or Allow Natural Death, conscientious objection, care at the beginning of life, care at the end of life, etc)
 - key ethics areas in **corporate culture** (e.g. care of the poor, community benefit, human resources, OH&S, wages and promotions, etc)

Standards (cont'd)



6. Community outreach

- i. Catholic Church (e.g. regular meetings with local bishop or his representative, parish education initiatives)
- ii. Government - State, Federal & local (e.g. services for disadvantaged populations, public health)
- iii. Education Institutions (e.g. joint teaching arrangements, academic conferences, internships and externships)

Standards (cont'd)



7. Institutional integration

= ethics is “a vital and valued presence within the health ministry”

- i. Ethics personnel have an active presence or connections with key committees
- ii. There are established processes for evaluating and assessing systemic ethics integration

Standards (cont'd)



8. Leadership support

- i. Leadership demonstrates that ethics is a priority
- ii. Leadership models ethical decision-making
- iii. Leadership encourages staff participation in ethics activities, makes resources available, and holds the ethics program accountable
- iv. There is an ethics champion within leadership

Take the next step!



Lucy: Aren't the clouds beautiful? They look like big balls of cotton. I could just lie here all day and watch them drift by. If you use your imagination, you can see lots of things in the cloud's formations. What do you think you see, Linus?

Linus: Well, those clouds up there look to me look like the map of the British Honduras in the Caribbean. That cloud up there looks a little like the profile of Thomas Eakins, the famous painter and sculptor. And that group of clouds over there gives me the impression of the Stoning of Stephen. I can see the Apostle Paul standing there to one side.

Lucy: Uh huh. That's very good. What do you see in the clouds, Charlie Brown?

Charlie Brown: Well... I was going to say I saw a duckie and a horsie, but I changed my mind.



Take the next step!

G K Chesterton:

“If a thing is worth doing, it is worth doing badly.”

Start from where you are

Take the next step!

Don't forget the Assessment Tool