



Large TLEF Project – Final Report

Report Completion Date: March 31, 2017

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	i-Ethics – Implementation of an Integrated Ethics Curriculum in the Health and Human Service Programs at UBC		
Principal Investigator:	Lynda Eccott		
Report Submitted By:	Victoria Wood		
Project Initiation Date:	30/01/2015	Project Completion Date:	03/31/2017

1.2. Project Summary

In collaboration with the health and human service programs, the Office of UBC Health (formerly the College of Health Disciplines) planned, tested and evaluated a framework for an integrated curricular approach to common learning. This work was supported with a 2014 TLEF grant. Under the umbrella of 'UBC Health,' this marked the first step in moving towards an integrated approach to health professional education that supports learning that is unique to each profession, seeks economies of scale for foundational knowledge common to all programs through technology, and creates relevant opportunities for interprofessional learning in complex areas of healthcare. The topic chosen for the exemplar of an integrated curriculum was ethical practice, as it resonates across all professions and areas of practice, and is critical in today's world of complex, often technology enhanced healthcare.

The 2015 TLEF grant was used to develop the online and face-to-face activities that form the curriculum. The Integrated Ethics Curriculum (iEthics) focuses on three pillars of learning: uni-professional, multi-professional, and inter-professional. It consists of four flexible learning activities that represent approximately 12 hours of learning. Each activity has been integrated as a part of students' program requirements in the 12 health and human service programs at UBC, replacing or supplementing current learning related to ethics.

1.3. Team Members – (Please fill in the following table and include students, undergraduate or graduate, who participated in your project).

Name	Title/Affiliation	Responsibilities /Roles
Leandra Best	Associate Dean Academic Affairs, Faculty of Dentistry	Content Development Working Group
Mike Burgess	Centre for Applied Ethics	
Philip Crowell	Co-chair Ethics Block, Doctor, Patient and Society (DPAS) Medical Undergraduate Program	
Donna Drynan	Department of Occupational Science and Occupational Therapy	
Judy Gillespie	Acting Director School of Social Work, University of British Columbia – Okanagan	
Bethan Everett	Clinical Ethicist, Department of Physical Therapy, Vancouver Coastal Health	
Liz Jones	Chair of BSW Curriculum Committee, School of Social Work	
Patricia Marck	Director School of Nursing, University of British Columbia – Okanagan	
Barbara Purves	School of Audiology and Speech Sciences	
Paddy Rodney	School of Nursing, Providence Health	
Claudia Ruitenber	Department of Educational Studies	



1.4. Student Impact – Please fill in the following table with **past, current, and future** courses and sections (e.g. HIST 101, 002, 2017/2018, Sep) that have been/will be impacted by your project, including any courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Each component of the Integrated Ethics curriculum has been implemented as a required component of the following programs:

- Audiology – 13 students
- Speech Language Pathology – 30 students
- Dental Hygiene – 26 students
- Dentistry – 48 students
- Dietetics – 34 students
- Medicine – 288 students
- Midwifery – 20 students
- Nursing – 120 students
- Occupational Therapy – 53 students
- Pharmacy – 224 students
- Physical Therapy – 80 students
- Social Work – 90 students

Some programs have integrated the curriculum activities into an existing course:

- MEDD 410
- FNH 380
- MIDW215
- DENT 410
- RTOT 519
- Nurs 112
- SOWK 316
- SOWL 516
- Audi 545

2. PRODUCTS & ACHIEVEMENTS

2.1. Products and Achievements – Please **update** project products and achievements as necessary. Indicate the current location of such products and provide an URL if applicable.

Product(s)/Achievement(s):	Location:
Quartile #1 – Online module and interprofessional workshop	
Quartile #2 – Online module	
Quartile #3 – Online module and interprofessional workshop	http://elearning.health.ubc.ca
Quartile #4 – Online module	



2.2. Item(s) Not Met – Please list intended project products and achievements that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
None	N/A

3. PROJECT EVALUATION

3.1. Project Outcomes – Please list the intended outcomes or benefits of the project for students, TAs and/or instructors.

Direct benefits:

- For students, the integrated ethics learning experience will prepare them effectively for interprofessional ethical practice upon graduation.
- For faculty members, the model for teaching ethical practice supports the profession specific knowledge while also embedding interprofessional learning, which is consistent with academic accreditation standards.
- For future employers, they can have some assurance that all health and human service graduates from UBC have met shared ethical practice milestones and demonstrated entry-level competence in every day ethical practice.
- For patients and families, they can benefit from increased likelihood of meaningful and supported engagement in ethical discussions and decisions relating to their own health and lives.

Sustainable benefits:

- Sound stewardship of ethics teaching and learning resources to optimize interprofessional ethics learning across the health and social sciences.
- Opportunity to use the model to develop integrated curricula in other shared areas of learning (eHealth and Indigenous Cultural Awareness integrated curricula are already underway).
- Improved ethical practice across professions, which will enhance patient-centred care and collaborative practice.

3.2. Findings – Please describe the findings of your project evaluation effort: to what extent were intended project outcomes achieved or not achieved? You are encouraged to include both graphical representations of data as well as scenarios or quotes to represent key themes.

Evaluations of each activity indicate that students perceive the curriculum is relatively effective in teaching them about ethical practice. Evaluations have informed improvements to each activity. The updated activities will be delivered in Fall 2017.*



Q#1 Online Module (n=280)

Question	% of students who Strongly Agree or Agree
As a result of this module, I can define ethics and its relevance to personal and professional decision-making and ethical practice	70.8%
As a result of this module, I can recognize and respond to common, noncomplex ethical issues in everyday life	63.8%
As a result of this module, I can identify how my personal values, beliefs, and perspectives can impact my responses to ethical situations	68.7%
As a result of this module, I am aware of where my own values, beliefs and perspectives are reflected, and not, in my profession’s code of ethics	68.1%
As a result of this module, I can recognize the need for professional ethics in health care	78.4%
As a result of this module I can define the principles of health care ethics	65.4%
As a result of this module I can describe the purpose of an ethical decision making framework	70.3

Q#1 Interprofessional Workshop (n=280)

Question	% of students who Strongly Agree or Agree
As a result of this workshop, I can articulate the principles and values that form the basis of a code of ethics across the professions.	65.5%
As a result of this workshop, I can articulate how individual values, beliefs and perspectives influence ethical decision-making.	66.6%
As a result of this workshop, I can describe how professional standards and codes of ethics can be applied in different scenarios.	64.5%
As a result of this workshop, I can describe how the fundamental elements of an ethical decision-making framework might be applied in a variety of contexts.	62.3%
As a result of this workshop, I can compare how different personal values, beliefs and perspectives impact ethical decision-making.	68.9%

**Have increased the complexity of the case used in the module.*



Q#2 Online Module (n=67)

Question	% of students who Strongly Agree or Agree
As a result of this module, I am able to describe how ethical practice is a component of professionalism.	72.8%
As a result of this module, I am able to explain the obligations that result from my role in society as a profession.	61.1%
As a result of this module, I am able to identify the perspectives that need to be considered in ethical decision making and why they are important.	74.6%
As a result of this module, I feel able to demonstrate respect for all participants by considering my values, beliefs and perspectives when engaged in ethical decision making.	72.7%
As a result of this module, I feel able to demonstrate cultural sensitivity when engaging with participants in ethical decision making.	49.1%
As a result of this module, I am able to describe why collaboration between health care providers is essential to ethical practice.	72.7%
As a result of this module, I am able to use an ethical decision making framework to a non-complex clinical situation.	63.6%
The online delivery method was effective.	55.6%
The online reflections were valuable.	37.1%
The module was organized in a logical fashion, building knowledge and skills as it progressed.	72.7%

**Added face-to-face debrief.*

Q#3 Online Module (n=279)

Question	% of students who Strongly Agree or Agree
It was important to have knowledge of the concepts presented in the online module for the subsequent face-to-face discussions.	61.7%
The online delivery method was effective.	65.7%
The online delivery method was engaging.	46.4%

**Shortened online component*

Q#3 Interprofessional Workshop

Question	% of students who Strongly Agree or Agree
It was important to have a face-to-face session.	71.5%
As a result of this workshop, I can effectively address differences in my personal values and beliefs with those of others as they relate to ethical practice.	55.6%
As a result of this workshop, I can consider multiple perspectives in addition to my own when involved in shared ethical decision making.	72.9%
As a result of this workshop, I can demonstrate collaborative practice competencies with other members of the healthcare team when engaged in complex ethical discussions.	69.5%
As a result of this workshop, I can apply an ethical decision making framework to a complex clinical situation in an interprofessional setting.	67.3%

Q#4 Online Module

Evaluation results pending. Activity is being delivered for the first time in April 2017.

3.3. Data Collection and Evaluation Methods – *Please describe the data collection strategies used, how the data was analyzed, and perceived limitations. Note: Please attach copies of data collection tools (e.g. surveys and interview protocols) and any additional data or other relevant items.*

Post participation online surveys were sent to all students after each activity. Survey data was analyzed for percentage of students that agreed or strongly agreed with statements related to their learning and the effectiveness of the delivery. Limitations of this evaluation is that it relies on students' perceived learning. We are in the process of working with programs to integrated assessment of learning.

Surveys

Q#4 Survey.pdf



Q#3 Survey.pdf



Q#2 Survey.pdf



Q#1 Survey.pdf

3.4. Dissemination – *Please provide a list of past and future scholarly activities (e.g. publications, presentations, invited talks, etc.) in which you or anyone from your team have or intend to disseminate the outcomes of this project.*

All Together Better Health VIII – Oxford, 2016

Presentation: How to develop an integrated interprofessional curriculum, Victoria Wood

Presentation: Integrating ethics content across health professional programs, Victoria Wood

The 27th Annual Canadian Bioethics Society Conference – Toronto, 2016

Presentation: An integrated approach to ethics education across health professions, Lynda Eccott



Collaborating Across Borders V – Roanoke, 2015

Presentation: An Innovative Integrated Ethics Curriculum, Lynda Eccott

Society for Teaching and Learning in Higher Education – Vancouver, 2015

Workshop: Transforming Interprofessional Ethics Education in Health and Human Service Programs at the University of British Columbia, Lynda Eccott

- 4. TEACHING PRACTICES** – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways? Do you see these changes as sustainable over time? Why or why not?*

A large number of facilitators are needed to deliver each component of the curriculum to over 1,000 health and human service students each year. We have engaged clinical faculty in this role, which has provided opportunities for them to become more involved in teaching at the university. We provide facilitator training, which builds faculty members' knowledge of the subject area and skills facilitating interprofessional learning.

- 5. PROJECT SUSTAINMENT** – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g. over the next five years). What challenges do you foresee for achieving the expected long-term impacts listed above?*

Programs have protected time in their programs that will facilitate the delivery of the interprofessional workshops. The Office of UBC Health has dedicated staff who are responsible for the logistics associated with the delivery of the curriculum and management of the online components. Programs have agreed to recruit one facilitator for every 40 students they have participating in the curriculum. The Office of UBC Health has dedicated staff who will continue to train facilitators.