Introduction

Ethics in Context: Connecting, Personal, Academic and Clinical Integrity

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Introduction

- Ethics is a critical component of professional education.
- Part of the challenge for educational institutions is to find mechanisms for infusing the curriculum with the various types of ethical issues students will face as clinicians.

Introduction

Ethics training can be divided into issues related to:
- Academics
- Clinical Practice
- Research

These components are best infused into both Undergraduate and Graduate training as a means to demonstrate the ways they are interconnected, but also to act as an ongoing reminder of professional responsibilities with respect to ethics.

Academic - Undergraduate

Initial Advising of New Majors:
1. Contract Regarding Academic Misconduct from the Miami Student Handbook
2. Patient Confidentiality Agreement

Academic Misconduct

2010-2011 Student Handbook
Part V. ACADEMIC MISCONDUCT SECTION 502. Criteria. Academic misconduct is defined as any activity that tends to compromise the academic integrity of the institution or subvert the educational process. Examples of academic misconduct include, but are not limited to:
1. Conduct with respect to and during a quiz, examination, or similar evaluation.
2. Written and other assignments.

Academic Misconduct cont.

3. Cooperation with another person in academic misconduct, either directly or as an intermediary agent or broker.
4. Theft, attempted theft, malicious defacement, mutilation of library materials, or other academic resources.
Patient Confidentiality Agreement

As a representative of Miami University Speech-Language-Hearing Clinic, I understand that I must abide by the following policies which assist in maintaining the patient’s right to privacy and confidentiality in all matters related to his/her personal life, medical care and patient care services.

I will not:
- obtain information which I do not need in order to render care to that patient or otherwise meet the requirements of my specific educational program.
- communicate information to any person who does not require it for the same purpose.

I understand that:
- these policies apply to all patients, all students and all instructors; that any action which violates the spirit of the patient confidentiality policy will be dealt with in the same manner.
- breaches of confidentiality are matters of serious consequence that may harm patient care, slander patient or his family.
- that violation of any of these policies may result in dismissal from the Miami University Speech-Language-Hearing program.

Clinical Experience- Undergraduate

Initial of Advising New Majors
Academic Misconduct
Contract of Patient Confidentiality

HIPAA Training – Clinic coursework
SPA 293 - Sophomores
SPA 393 - Juniors
SPA 493 - Seniors
Reviewed and Updated annually

Academic Coursework - Undergraduate

SPA 127 – Introduction to Communications Disorders
First Exposure to Clinical Ethics Cases

1. General discussion of ethics and specific content of the ASHA Code of Ethics.
2. Writing Assignment using clinical cases.

SPA 127-Intro to Comm Dis

Teaching Resources

ASHA – Ethical Round Table

The site provides case studies for both supervisors and supervisees regarding actual speech-language and audiology service provision dilemmas.
Academic - Undergraduate

SPA 413 – Senior Capstone
A cross disciplinary course.

Course readings on a variety of medical ethical topics e.g. The Immortal Life of Henrietta Lacks by Rebecca Skloot.

Specific class topics include such issues as ethical use of images for work e.g. for professional presentations, web pages.

Capstone cont.

A research and presentation of the students choice of a specific case in medicine, psychology, populations with special needs. Students are encouraged to explore cases that are overlooked in public forums and/or include underrepresented groups.

Academic Coursework- Graduate

Fall, First Year
SPA 621 – Aphasia
Examples of Ethical Case Studies related to coursework. Film COMA an HBO documentary following coma patient outcomes.

Spring
SPA 662- Research Methods

Academic Coursework- Graduate

Second Year
Fall
SPA 516- Evidenced Based Practice
Case Study discussions

Ethical Decision Making

Clinical Models for teaching ethics are also incorporated e.g. AMA Model for Making Decisions

Intended to help professionals deal with the dynamics of service provision and therefore try to take into consideration all of the characteristics of the individual and the family on a case by case basis. It assumes situations are fluid. They are guidelines.

Ethical Decision Making

The Research Model

Intended to anticipate all the variables associated with the project in advance. The possible ethical questions are dealt with in the planning stages. It is expected the researcher will adhere to those decisions unless situations arise that impact the well being of the participants.
AMA Decision Making Model

1. Define the problem
2. What are relevant facts and uncertainties?
3. Identify the decision maker.
4. Give understandable, relevant and desired information to the decision maker and dispel myths and misconceptions.
5. Solicits values of the patient.
6. Identifies the health professionals values
7. Propose and critique solutions including multiple options for treatment and alternative providers.
8. Identify and remove/address constraints on solutions.

Ethics Training for Researchers

Collaborative Institutional Training Initiative (CITI)

Online training for member institutions on the various aspects of ethical conduct in research. Include basic principles and conduct with special populations.

CITI (spell out) Training

Historic Context

Medical Science
1. 1932 – 1972 Public Service Syphilis Study (AKA: Tuskegee Syphilis Study)
   Social and Behavioral Science
1. 1953 - Wichita Jury Case
2. 1963 – The Milgram Studies
3. 1970 – Humphries Study
4. 1973 - Zimbardo

Wichita Jury Case - 1953

- A study on the impact of attorney comments on the decision making process of jurys.
- Jurors were tape recorded during their deliberations.
- The Judge and the attorneys knew about the study, but the Jurors were not informed.

Milgram (1963)

- Sometimes referred to as the obedience to authority studies.
- Subjects were told by an authority figure to administer electrical shocks to another subject.
- The intent was to discover how far individuals would go to follow the instructions of the authority figure.
- While the electrical shocks were not actually administered and the individuals receiving them were part of the research team, the subject was led to believe the "subject" was in pain.

Humphreys - 1970

- Observing men in restrooms engaged in sex acts.
- Followed to their cars to record license plates
- Gathering identifying information for motor vehicle records.
- Contacting them at home for interviews.
**Zimbardo - 1973**
- Male volunteers were divided into groups to play the roles of prisoners and guards.
- Over a period of days physical and psychological abuse occurred.
- After six days it had escalated to the point the researcher terminated the experiment.

**Historic Context in Speech Pathology**
- 1939 - Tudor (Wendell Johnson- advisor)
- Mary Tudor, a clinical psychology graduate student, undertook a study investigating the cause of stuttering under Wendell Johnson’s direction.
- Recruited 22 subjects from an Iowa orphanage.
- Divided into 3 groups

**Historic Context**
Key Documents Defining Research Ethics
2. 1964-Declaration of Helsinki
3. 1974 – National Research Act
4. 1979 – Belmont Report
5. 1991- 45 CFR 46

**Basic Ethical Principles**
- Respect for Persons
- Beneficence
- Justice

**Case Discussions Clinical Research – Case 1**
You would like to do a comparison between two treatment options for phonologic awareness. You decide to use a control group of children to make sure that you are seeing change associated with the treatment plan. What are the ethical issues that could arise and how can you deal with them?

**Clinical Research -Case 2**
A parent comes to you with a description of a new device that purports to promote oral language development in young children with hearing loss. She provides documentation from the manufacturer in France that indicates significant gains in 70% of the cases. The parent wants you to incorporate this device into your intervention.
Clinical Practice – Case 3

Mrs. A. is the wife of one of your clients. He has had a stroke that impacted his left side mobility to the extent that he does not drive. He has expressive aphasia, but cognition appears to be intact. He is making small but steady gains in communication skills. Mrs. A. is becoming frustrated with his progress and has read about a new treatment involving the injection of lamb stem cells and daily intense massage therapy. There is a clinic in Mexico were she wants to take him for extended treatment. Mr. A. does not seem pleased but has been unable to convince his wife that they should not go.

Clinical Practice – Case 4

You are in a clinical practice during your CFY. It is your dream job. There is diverse group of patients. You have full medical benefits and all professional fees are paid. When you finish your CFY you will get a substantial raise, a generous paid vacation package and time off for professional conferences. Your supervisor is a lovely woman who plans on retiring in the next two years. It appears you may under consideration for her job with another raise and even more vacation time. The first difficulty arises when she indicates you need to change your testing to include a test for a diagnostic that has a more recent edition. The next week she asks you to include older interventions that have no efficacy data to support them. She is very adamant about her instructions stating that she has years of experience and that these techniques have been time tested through her use of them in this clinic.

Clinical Practice in the Schools – Case 5

The school for which you work has mandated that your case load only contain students whose communication disorder impacts them academically. A mother contacts you and tells you that she wants her son to receive articulation therapy despite the new rules. She is afraid that her son's speech will worsen. In addition he has been bullied in the past and while she has no evidence, she feels it is related to his speech. She has reported it to the school administration with no avail.

Summary

Ethics training throughout the curriculum provides consistency and continuity as students are introduced to, and critically think about, our profession’s Code of Ethics. Ideally, early exposure will promote individual accountability throughout their academic and professional lives.

QUESTIONS and DISCUSSION