

## Ethical Leadership Self-Assessment Tool

### About this self-assessment tool

This self-assessment tool is designed to be used in conjunction with the ethical leadership video and primer, *Ethical Leadership: Fostering an Ethical Environment & Culture*. The tool will help you identify areas in which you're successfully modeling behaviors that foster an ethical environment and culture, as well as highlight opportunities for improvement. It's designed for leaders at the senior executive and mid-manager (division/department/service line manager) levels as defined in VA's High Performance Development Model (HPDM). For more information about the competencies for each level, please see the "Competency Definitions" (<http://vaww.va.gov/hpdm/pdf/corecompetencydefinitions.pdf>).

### How to use the tool

This tool will challenge you to think about your own leadership behaviors. Each question suggests a behavior or skill you may wish to develop. Each leader's situation is unique—think about your local situation and whether increasing your use of the behavior or skill could improve your leadership practice and thereby your local ethical environment. *There are no right or wrong answers*. For this reason, no mechanism is provided to enable you to calculate an overall score or compare your responses to those of other leaders.

### After you complete the tool

Immediately following the self-assessment questions, you'll find an action plan. Use it to identify opportunities to improve your leadership practice and local ethical environment and culture.

### Ethical Leadership Self-Assessment

Please check one answer for each of the following items:

| I. Demonstrate that ethics is a priority  | Almost Never | Occasionally | Frequently | Almost Always |
|---|--------------|--------------|------------|---------------|
| I tell my staff to make ethics a priority.  |              |              |            |               |
| I use examples or stories from my facility or my experience to illustrate the importance of ethics. |              |              |            |               |
| I initiate discussions of ethical concerns.   |              |              |            |               |
| In a typical day, I think about ethical issues.   |              |              |            |               |
| I demonstrate that I am sensitive to ethical issues in my everyday work.                            |              |              |            |               |
| I object when someone seems to be ignoring, avoiding, or smoothing over an important ethical issue. |              |              |            |               |

| <i>Section I—continued</i>   | <b>Almost Never</b> | <b>Occasionally</b> | <b>Frequently</b> | <b>Almost Always</b> |
|--|---------------------|---------------------|-------------------|----------------------|
| I explicitly acknowledge staff contributions to promoting ethical practice.        |                     |                     |                   |                      |
| I include specific expectations for ethical practice in staff performance plans.   |                     |                     |                   |                      |
| I hold my staff accountable for meeting high ethical standards.                    |                     |                     |                   |                      |
| In conversations with staff, I invite comments about ethical concerns.             |                     |                     |                   |                      |
| When staff members raise an ethical concern, I thank them for sharing the concern. |                     |                     |                   |                      |
| When staff members raise an ethical concern, I ask them to say more.               |                     |                     |                   |                      |
| I encourage discussion of conflicting values related to organizational decisions.  |                     |                     |                   |                      |
| I create opportunities for staff discussion of ethics topics.                      |                     |                     |                   |                      |

| <b>II. Communicate clear expectations for ethical practice</b>   | <b>Almost Never</b> | <b>Occasionally</b> | <b>Frequently</b> | <b>Almost Always</b> |
|--|---------------------|---------------------|-------------------|----------------------|
| I make a conscious effort to serve as a role model for ethical practice.   |                     |                     |                   |                      |
| I clearly communicate my expectations for ethical practice to my staff.  |                     |                     |                   |                      |
| When I communicate my expectations for ethical practice, I explain the values that underlie those expectations.                                      |                     |                     |                   |                      |
| When I communicate my expectations for ethical practice, I use examples that illustrate what I mean.   |                     |                     |                   |                      |
| When I communicate my expectations for ethical practice, I make sure those expectations are realistic and achievable.                                |                     |                     |                   |                      |
| When I communicate my expectations for ethical practice, I make a point to address obstacles that staff might encounter.                             |                     |                     |                   |                      |
| When staff members receive “mixed messages” that create ethical tensions, I take responsibility for clarifying my expectations for ethical practice. |                     |                     |                   |                      |
| I encourage staff to talk to me if they feel pressured to “bend the rules.”  |                     |                     |                   |                      |

| III. Practice ethical decision making  | Almost Never | Occasionally | Frequently | Almost Always |
|--|--------------|--------------|------------|---------------|
| I explicitly consider ethical issues when making management decisions.   |              |              |            |               |
| I use a standardized process to make decisions on management issues with ethical implications.   |              |              |            |               |
| When faced with a tough decision, I look to VHA mission and values statements (or similar documents) and use them to evaluate various options. |              |              |            |               |
| When faced with a tough decision, I think through the short-term and long-term effects on various individuals and groups.                      |              |              |            |               |
| When faced with a tough decision, I make sure that I am not unfairly favoring a particular individual or group.                                |              |              |            |               |
| When I need advice on an ethical issue, I go to a person with ethics expertise.  |              |              |            |               |
| When I need advice on an ethical issue, I refer to published sources   |              |              |            |               |
| When making important decisions, I involve those who will be most affected.  |              |              |            |               |
| When important decisions are made by a group, I ensure that someone is specifically tasked to call attention to ethical considerations.        |              |              |            |               |
| When I announce important decisions to staff, I take time to explain the decision-making process and who was involved.                         |              |              |            |               |
| When I announce important decisions to staff, I take the time to explain the rationale for the decision.                                       |              |              |            |               |

| <b>IV. Support your local ethics program</b>  | <b>Almost Never</b> | <b>Occasionally</b> | <b>Frequently</b> | <b>Almost Always</b> |
|---|---------------------|---------------------|-------------------|----------------------|
| I talk to staff in my facility about how the ethics program works, including:           |                     |                     |                   |                      |
| - ethics consultation   |                     |                     |                   |                      |
| - preventive ethics   |                     |                     |                   |                      |
| - ethical leadership  |                     |                     |                   |                      |
| - compliance and business integrity   |                     |                     |                   |                      |
| - research compliance and assurance   |                     |                     |                   |                      |
| - government ethics   |                     |                     |                   |                      |
| I receive and review updates about local ethics program activities.                     |                     |                     |                   |                      |
| I seek help from the local ethics program.  |                     |                     |                   |                      |
| I act to ensure that local ethics activities are adequately funded.                     |                     |                     |                   |                      |
| I act to ensure that local ethics activities are adequately staffed.                    |                     |                     |                   |                      |
| I inform my staff about current local ethics program activities.                        |                     |                     |                   |                      |
| I highlight successes in local ethics program activities for staff.                     |                     |                     |                   |                      |
| I encourage my staff to use the local ethics program when they have an ethical concern. |                     |                     |                   |                      |

**Action Plan**

Once you have completed the self-assessment questions, complete this action plan to identify opportunities for improvement, taking into account your organizational role. To monitor your progress, repeat this exercise yearly to help you assess whether you have achieved your improvement objectives.

Steps:

1. Based on your responses, choose one action in each of the four points of the Ethical Leadership compass (section I, II, III, or IV) to focus on this year.
2. Within this area, identify several concrete steps you will take to demonstrate your ethical leadership and thereby improve your facility's ethical environment.

Example:

| <b>Ethical Leadership Compass III. Practice ethical decision making</b> |                          |                       |  |
|---|--------------------------|-----------------------|--|
| <b>Ethical Leadership Action</b>  | <b>Current Frequency</b> | <b>Goal Frequency</b> | <b>Action Steps</b>  |
| I explicitly consider ethical issues when making management decisions.  | Almost Never             | Frequently            | <ul style="list-style-type: none"> <li>• Change format for executive decision memorandum (EDM) to include reference to ethics (e.g., just as document references financial considerations, it should reference ethical considerations).</li> <li>• Ask myself "Are there ethical issues in this decision?" for at least three management decisions per week for which an EDM is not used.</li> </ul> |

| <b>Ethical Leadership Compass</b><br><b>I. Demonstrate that ethics is a priority</b> |                          |                       |                     |
|--|--------------------------|-----------------------|---------------------|
| <b>Ethical Leadership Action</b>   | <b>Current Frequency</b> | <b>Goal Frequency</b> | <b>Action Steps</b> |
|  |                          |                       |                     |

| <b>Ethical Leadership Compass</b><br><b>II. Communicate clear expectations for ethical practice</b> |                          |                       |                     |
|---|--------------------------|-----------------------|---------------------|
| <b>Ethical Leadership Action</b>  | <b>Current Frequency</b> | <b>Goal Frequency</b> | <b>Action Steps</b> |
|   |                          |                       |                     |

| <b>Ethical Leadership Compass</b><br><b>III. Practice ethical decision making</b> |                          |                       |                     |
|---|--------------------------|-----------------------|---------------------|
| <b>Ethical Leadership Action</b>  | <b>Current Frequency</b> | <b>Goal Frequency</b> | <b>Action Steps</b> |
|   |                          |                       |                     |

| <b>Ethical Leadership Compass</b><br><b>IV. Support your local ethics program</b> |                          |                       |                     |
|---|--------------------------|-----------------------|---------------------|
| <b>Ethical Leadership Action</b>  | <b>Current Frequency</b> | <b>Goal Frequency</b> | <b>Action Steps</b> |
|   |                          |                       |                     |

## **Veterans Health Administration Mission, Vision & Values**

### ***Mission***

To honor America's veterans by providing exceptional health care that improves their health and well-being.

### ***Core Values***

*Trust:* Trust means having a high degree of confidence in the honesty, integrity, reliability and sincere good intent of those with whom we work, of those whom we serve, and the system of which we are a part. Trust is the basis for the caregiver-patient relationship and is fundamental to all that we do in health care.

*Respect:* Respect means honoring and holding in high regard the dignity and worth of our patients and their families, our co-workers, and the system of which we are a part. It means relating to each other and providing services in a manner that demonstrates an understanding of, sensitivity to and concern for each person's individuality and importance.

*Excellence:* Excellence means being exceptionally good and of the highest quality. It means being the most competent and the finest in everything we do. It also means continually improving what we do.

*Compassion:* Compassion means demonstrating empathy and caring in all that we say and do in responding to our co-workers, our patients and their families, and all others with whom we interact.

*Commitment:* Commitment means meaningful engagement with coworkers, veterans, and families. It includes a promise to work hard to do all that we can in accordance with the highest principles and ethics governing the conduct of the health care professions and public service. It is a pledge to assume personal responsibility for our individual and collective actions.

### ***Vision Statement***

To be a patient-centered integrated health care organization for veterans providing excellent health care, research, and education; an organization where people choose to work; an active community partner; and a back-up for National emergencies.

### ***Domains of Values***

*Quality:* To put quality first.

*Access:* To provide easy access to care, expertise and knowledge.

*Function:* To restore, preserve, and improve veterans' function.

*Satisfaction:* To exceed veteran, family, and employee expectations.

*Cost-effectiveness:* To optimize resource use to benefit veterans.

*Healthy Communities:* To optimize the health of the veteran and the VA community and to contribute to the health of the Nation.

Source: Under Secretary for Health Information Letter, IL-10-2005-008, May 9, 2005.

## **Statements of Ethical Principles**

There are many different statements of ethical principles. Following are some of the better known formulations relevant to health care ethics and ethical leadership.

### **Principles of Biomedical Ethics**

Respect for Autonomy—respecting a person's right to hold views, make choices, and take actions in accordance with personal values and beliefs

Non-maleficence—doing no intentional harm

Beneficence—contributing to the welfare of others

Justice—distributing goods and treatment fairly and equitably

Source: Beauchamp TL, Childress JF. *Principles of Biomedical Ethics*, 5<sup>th</sup> ed. New York: Oxford University Press;2001.

### **Moral Rules**

Do not kill

Do not cause pain/disable

Do not deprive freedom

Do not deceive

Keep your promise

Do not cheat

Obey the law

Do your duty

Source: Gert B. *Common Morality: Deciding What to Do*. New York: Oxford University Press;2004.

### **Ethical Considerations in the Business Aspects of Health Care**

Compassion and respect for human dignity

Commitment to professional competence

Commitment to a spirit of service

Honesty

Confidentiality

Good stewardship and careful administration

Source: Woodstock Theological Center. *Seminar in Business Ethics*. Washington, DC: Georgetown University Press;1995. Available at [http://www.georgetown.edu/centers/woodstock/business\\_ethics/health.htm](http://www.georgetown.edu/centers/woodstock/business_ethics/health.htm).

## **Tavistock Principles**

Rights—people have a right to health and healthcare

Balance—care of individual patients is central, but the health of populations should also be our concern

Comprehensiveness—in addition to treating illness, we have an obligation to ease suffering, minimize disability, prevent disease and promote health

Cooperation—healthcare succeeds only if we cooperate with those we serve, each other, and those in other sectors

Improvement—improving healthcare is a serious and continuing responsibility

Safety—do no harm

Openness—being open, honest and trustworthy is vital in healthcare

Source: The Tavistock Group. Shared ethical principles for everyone in health care: a working draft from the Tavistock Group. *BMJ* 1999;318:248-51. Available at <http://www.bmj.com>.

## **Aims for Improvement in Health Care**

Safe—avoiding injuries to patients from the care that is intended to help them

Effective—providing services based on scientific knowledge to all who could benefit and refraining from providing services to those not likely to benefit (avoiding under use and overuse)

Patient-centered—providing care that is respectful of and responsive to individual patient preferences, needs, and values and ensuring that patient values guide all clinical decisions

Timely—reducing waits and sometimes harmful delays for both those who receive and those who give care

Efficient—avoiding waste, in particular waste of equipment, supplies, ideas, and energy

Equitable—providing care that does not vary in quality because of personal characteristics such as gender, ethnicity, geographic location, and socio-economic status

Source: The Institute of Medicine. *Crossing the Quality Chasm: A New Healthcare System for the 21<sup>st</sup> Century*. Washington, DC: National Academy of Sciences Press;2001. Available at <http://www.iom.edu/report.asp?id=5432>.

## **Professional Codes of Ethics**

### **American College of Healthcare Executives**

ACHE Code of Ethics

[www.ache.org/abt\\_ache/code.cfm](http://www.ache.org/abt_ache/code.cfm)

### **American College of Radiology**

Code of Ethics

[www.acr.org](http://www.acr.org) (membership required)

### **American Medical Association**

AMA Code of Medical Ethics

[www.ama-assn.org/ama/pub/category/2512.html](http://www.ama-assn.org/ama/pub/category/2512.html)

### **American Nurses Association**

The Code of Ethics

[nursingworld.org/ethics/ecode.htm](http://nursingworld.org/ethics/ecode.htm)

### **American Pharmacists Association**

Code of Ethics for Pharmacists

[aphanet.org/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=2809](http://aphanet.org/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=2809)

### **American Psychological Association**

Ethical Principles of Psychologists and Code of Conduct

[www.apa.org/ethics/homepage.html](http://www.apa.org/ethics/homepage.html)

### **American Society of Public Administration**

Code of Ethics and Implementation Guidelines

<http://ethics.iit.edu/codes/coe/amer.soc.public.admin.c.html>

### **Association of Professional Chaplains**

Code of Ethics

[www.professionalchaplains.org/professional-chaplain-services-about-code-ethics.htm](http://www.professionalchaplains.org/professional-chaplain-services-about-code-ethics.htm)

### **National Association of Social Workers**

Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

More professional codes of ethics can be found at <http://ethics.iit.edu/codes/>.

## Organizational & Public Policies

VHA Directive 2001-027, Organ Transplants

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=323](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=323)

VHA Directive 2003-008, Palliative Care Consult Teams (PCCT)

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=231](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=231)

VHA Directive 2003-021, Pain Management

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=246](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=246)

VHA Directive 2003-060, Business Relationships Between VHA Staff and Pharmaceutical Industry Representatives

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=288](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=288)

VHA Directive 2005-049, Disclosure of Adverse Events to Patients

[http://vaww1.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=1339](http://vaww1.va.gov/vhapublications/ViewPublication.asp?pub_ID=1339)

VHA Handbook 1004.1, Informed Consent for Treatments and Procedures

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=404](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=404)

VHA Handbook 1004.2, Advance Health Care Planning (Advance Directives)

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=420](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=420)

VHA Handbook 1004.3, Do Not Resuscitate (DNR) Protocols Within the Department of Veterans Affairs (VA)

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=1150](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=1150)

VHA Handbook 1058.2, Research Misconduct

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=1259](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=1259)

VHA Handbook 1200.5, Requirements for the Protection of Human Subjects in Research

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=418](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=418)

VHA Handbook 1605.1, Privacy and Release of Information

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=406](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=406)

VHA Manual M-2, Part VI, Chapter 9, Post-Mortem Examination

[www.va.gov/vhapublications/ViewPublication.asp?pub\\_ID=855](http://www.va.gov/vhapublications/ViewPublication.asp?pub_ID=855)

Standards of Ethical Conduct for Employees of the Executive Branch

[usoge.gov/pages/forms\\_pubs\\_otherdocs?fpo\\_files/references/rfsoc\\_02.pdf](http://usoge.gov/pages/forms_pubs_otherdocs?fpo_files/references/rfsoc_02.pdf)

5 USC 2302(b), Prohibited Personnel Practices

[www.gpoaccess.gov/uscode](http://www.gpoaccess.gov/uscode)

5 USC 2301(b), Merit System Principles

[www.gpoaccess.gov/uscode](http://www.gpoaccess.gov/uscode)

Other important standards are established by accrediting bodies, such as the Joint Commission on Accreditation of Healthcare Organizations (JCAHO, <http://www.jointcommission.org>) and the Commission on Accreditation of Rehabilitation Facilities (CARF, <http://www.carf.org>).

## VISN 11 Framework for Ethical Decision-Making<sup>1</sup>

### VISN 11 Corporate Ethics Committee

*This Framework is intended as a guide to help employees of VISN 11 make decisions. Decision making can sometime be very difficult, especially when there is not a policy or work rule to govern the situation or there is more than one possible “right” answer. It is at time like this that ethical dilemmas occur. The purpose of this tool is to enable any staff member to think critically about situations and craft ethical, value-driven and timely responses. This tool can also be used by facility or VISN Senior Management to assist in arriving at decisions complementary to VISN 11 values and goals.*

**TO BEGIN:** Please read the instructions below and follow the steps.

**FIRST:** State the situation or problem that compels the need for a decision. What is the ethical dilemma?

**SECOND:** Identify options to deal with the situation as defined above. There are at least two options in every situation, one of which is to do nothing.

- 1.
- 2.
- 3.

**THIRD:** Evaluate all options generated using the grid below for each one. The first cut:

|  | Option 1 |    | Option 2 |    | Option 3 |    |
|--|----------|----|----------|----|----------|----|
|  | YES      | NO | YES      | NO | YES      | NO |
| Does this violate any known laws or regulations? |          |    |          |    |          |    |
| Is there personal gain?                          |          |    |          |    |          |    |
| Is there misuse of position?                     |          |    |          |    |          |    |
| Is there a conflict of interest?                 |          |    |          |    |          |    |

If the answers to all questions are NO, proceed to the next step. If the answer to any of the questions is YES, reconsider your options.

<sup>1</sup> Developed by Susan Bowers, Director, Richard L. Roudeboush VA Medical Center, Indianapolis, Ind.

Next, consider Values, Goals and Ethical Principles for each of the options.

|   | Option 1       |                |                 | Option 2       |                |                 | Option 3       |                |                 |
|---|----------------|----------------|-----------------|----------------|----------------|-----------------|----------------|----------------|-----------------|
|   | <i>Support</i> | <i>Neutral</i> | <i>Conflict</i> | <i>Support</i> | <i>Neutral</i> | <i>Conflict</i> | <i>Support</i> | <i>Neutral</i> | <i>Conflict</i> |
| <b>VALUES</b>   |                |                |                 |                |                |                 |                |                |                 |
| Trust   |                |                |                 |                |                |                 |                |                |                 |
| Respect   |                |                |                 |                |                |                 |                |                |                 |
| Compassion  |                |                |                 |                |                |                 |                |                |                 |
| Commitment  |                |                |                 |                |                |                 |                |                |                 |
| Excellence  |                |                |                 |                |                |                 |                |                |                 |
| <b>GOALS</b>  |                |                |                 |                |                |                 |                |                |                 |
| Quality   |                |                |                 |                |                |                 |                |                |                 |
| Access  |                |                |                 |                |                |                 |                |                |                 |
| Functional Status   |                |                |                 |                |                |                 |                |                |                 |
| Customer Service<br>(internal and external)                                       |                |                |                 |                |                |                 |                |                |                 |
| Cost and Value  |                |                |                 |                |                |                 |                |                |                 |
| Community Health  |                |                |                 |                |                |                 |                |                |                 |
| <b>ETHICAL PRINCIPLES</b>   |                |                |                 |                |                |                 |                |                |                 |
| <i>Autonomy:</i><br>Respect individual freedom of choice                          |                |                |                 |                |                |                 |                |                |                 |
| <i>Non-maleficence:</i><br>Do no harm to others                                   |                |                |                 |                |                |                 |                |                |                 |
| <i>Beneficence:</i> Do good and prevent harm                                      |                |                |                 |                |                |                 |                |                |                 |
| <i>Justice:</i> Fair treatment according to needs; fair distribution of resources |                |                |                 |                |                |                 |                |                |                 |
| <i>Fidelity:</i> Honest, truthful, loyal, faithful, honoring commitments made     |                |                |                 |                |                |                 |                |                |                 |

**FOURTH:** Select the most desirable option

**FIFTH:** Are there organizational barriers or political considerations in implementing the option? If so, how will these be dealt with and resolved?

**SIXTH:** Develop an action plan to implement your decision. Who needs to know this decision and how will it be communicated? How will it be implemented? (Also, consider if this should be a “lesson learned” and shared more broadly.)

**FINALLY:** How will this be evaluated? In what time frame will this process be reviewed and in what manner will it be reviewed?

## **Fairview Health Services—Integrative Ethics Committee Decisionmaking Process for Complex Questions of Organizational Ethics<sup>2</sup>**

The following process may be used by a single decisionmaker, by a group of decisionmakers and stakeholders, or an ethics committee depending on the type, seriousness, sensitivity, novelty, and urgency of the issue at hand.

1. Clarify the core question(s) and/or concern(s) to be addressed.
2. Identify the decisionmaker(s) and the stakeholders affected by the issue.
3. Assemble background information and identify the stakeholders' understanding of the facts.
4. Clarify the nature of the opportunities, conflicts, or uncertainties this issue raises for the stakeholders. If any type of harm is being alleged, identify the harm(s), who would be harmed, the probability of harm, and who is alleging the harm(s).
5. Brainstorm possible options. Invite solutions that both satisfy the stakeholder's most cherished values and goals and that acknowledge competing values and goals.
6. Identify the values at stake in the options identified.
7. Prioritize the stakeholders involved in this issue.
8. Prioritize the values as to their importance to the core question(s)/concern(s) and Fairview's mission and core values.
9. Consider each option in light of its likelihood of achieving/maximizing the prioritized values.
10. Identify the solution(s) that (best) supports Fairview's mission and core values without sacrificing or damaging any core value. Is there a solution that honors and integrates all of the values?
11. Make the decision or recommendation and when appropriate design a communication and implementation plan.
12. When appropriate monitor and evaluate long-term consequences.

2. Adapted from Woodstock Theological Center. Ethical issues in managed care organizations; Light DW. Towards a pragmatic method for assessing moral problems. In Spencer EM, et al. Organization Ethics in Health Care. Oxford: Oxford University Press;2000; and Institute for Ethics National Working Group. Organizational Ethics in Healthcare. Chicago: American Medical Association;2000.

### ***Additional Models for Ethical Decision Making***

For more models of ethical decision making see:

The Method to Arrive at an Ethical Decision

[www-hsc.usc.edu/~mbemste/tae.decisions.bernstein.html](http://www-hsc.usc.edu/~mbemste/tae.decisions.bernstein.html)

Ethics and Decision Making: Questions for Consideration

<http://plsc.uark.edu/book/books/ethics/guide.html>

A List of the Top Ten Questions You Should Ask Yourself When Making an Ethical Decision

[www.mtsu.edu/~u101irm/ethicques.html](http://www.mtsu.edu/~u101irm/ethicques.html)

A Framework for Ethical Decision Making

[www.scu.edu/ethics/practicing/decision/framework.html](http://www.scu.edu/ethics/practicing/decision/framework.html)

Ethical Decision-Making Quick Test

[www.refresh.com/!bahquicktest.html](http://www.refresh.com/!bahquicktest.html)

Introducing the Ethics Workshop

[www.meddean.luc.edu/lumen/MedEd/IPM/medp2a.htm](http://www.meddean.luc.edu/lumen/MedEd/IPM/medp2a.htm)



## Ethical Leadership

Fostering an ethical environment and culture:  
Four Compass Points

### ***DEMONSTRATE THAT ETHICS IS A PRIORITY***

- Talk about ethics
- Prove that ethics matters to you
- Encourage discussion of ethical concerns

### ***COMMUNICATE CLEAR EXPECTATIONS FOR ETHICAL PRACTICE***

- Recognize when expectations need to be clarified
- Be explicit, give examples, explain the underlying values
- Anticipate barriers to meeting your expectations

### ***PRACTICE ETHICAL DECISION MAKING***

- Identify decisions that raise ethical concerns
- Address ethical decisions systematically
- Explain your decisions

### ***SUPPORT YOUR LOCAL ETHICS PROGRAM***

- Know what your ethics program is and what it does
- Champion the program
- Support participation by others

National Center for  
**ETHICS**  
in Health Care  
Veterans Health Administration

# IntegratedEthics

Improving Ethics Quality in Health Care