

# PREVENTIVE ETHICS: Beyond the Basics

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# Overview of the Modules

Welcome to Preventive Ethics: Beyond the Basics. The purpose of these modules is to provide advanced training on the ISSUES approach to ethics quality improvement for Preventive Ethics Coordinators and other members of the IntegratedEthics community. It serves as a complement to the introductory [Preventive Ethics \(PE\) training](#) outlined in the primer and training video, extending the concepts and offering opportunities to apply the PE approach to real-life ethics issues. The program features six modular training sessions, supported by a faculty guide, slides, and handouts:

## 1. Determining Whether an Issue Is Right for the ISSUES Approach

This module describes the criteria used for determining whether an issue is an ethics issue that is appropriate for a quality improvement approach such as ISSUES. Participants will practice applying the criteria to “real-world” issues from the health care field.

## 2. Prioritizing among Ethics Issues

This module describes the criteria that should be considered for selecting high priority ethics issues for the ISSUES approach. Participants will practice applying prioritization criteria to “real-world” ethics issues. Finally, the module describes what steps should be considered for handling ethics issues that are not selected for an ISSUES approach.

## 3. Describing Best Ethics Practice

This module defines the steps for describing best ethics practice, including identification of authoritative ethical standards, and then through an exercise, asks participants to practice applying the steps with different ethics issues. The module identifies actions that PE teams will want to avoid during the process, and outlines when and how to integrate additional expertise or review.

## 4. Describing Current Ethics Practice

This module describes the kinds of data needed to define current ethics practice in order to measure how it diverges from best ethics practice. The module reviews how to select appropriate data collection methods and how to describe what goes into an effective data collection plan.

## 5. Developing a Refined Improvement Goal

This module presents a formula for writing the refined improvement goal. The formula is based on elements that have been discussed in previous modules, and it is refined here with a “reality check.” Using the formula approach for writing the refined improvement goal, participants will practice applying it to specific ethics issues.

## 6. Identifying Change Strategies to Address an Ethics Quality Gap

This module describes approaches to identifying and understanding the cause(s) of an ethics quality gap. The module describes how to identify which strategies will address the cause(s) and are most likely to lead to improvement.

# How to Use These Materials

These materials were developed to train experienced Preventive Ethics teams in extended and applied elements of the PE approach to ethics quality improvement. The modules can be completed individually or in a group within a facility or on a regional level. While originally developed for health care facilities within the U.S. Department of Veterans Affairs, with minimal adaptation the modules can also be used by clinicians and staff at non-VA facilities.

Below, we list some of the ways the modules can be used. Please note, however, that each of the Preventive Ethics modules builds on those that came before, so it is recommended that modules be presented sequentially.

## PE Beyond the Basics Use Cases

1. **As a face-to-face conference.** The modules were developed and tested for delivery in a 2-day face-to-face training conference. The staff may be drawn from a single facility, from a region, or from a national group, but all should have experience with the original PE materials and ongoing responsibility for implementing the PE approach in their facility.
2. **As on ongoing series.** In this model, the modules are presented in a series of shorter meetings (1–2 hours, depending on the module) over a period of several weeks or months. As noted above, the modules should be presented in sequence.
3. **As a self-paced self-study course.** While not developed for this purpose, a motivated and knowledgeable PE professional could, with support, use these training materials as a self-study resource.

Visit the IntegratedEthics website for related materials developed for use in the VA health care system and easily adaptable for use in other health care organizations.

<http://www.ethics.va.gov/integratedethics/ieresources.asp>

A sample 2-day training conference agenda follows.

# Agenda

## Day 1

<b>7:30–8:00a</b>	<b>Registration</b>
8:00–8:30	Welcome and Opening of PE Beyond the Basics Training Conference
8:30–8:40	Faculty Introductions
8:40–9:05	Participant Introductions
9:05–9:15	Workshop Overview
9:15–10:15	Module 1: Determining Whether an Issue Is right for the ISSUES Approach
<b>10:15–10:30</b>	<b>Break</b>
10:30–11:30	Module 2: Prioritizing Among Ethics Issues
11:30–11:45	Large-group discussion: Tracking Log and Worksheet
<b>11:45a–1:00p</b>	<b>Lunch (on own)</b>
1:00–2:00	Module 3: Describing Best Ethics Practice ( <i>Part 1</i> )
<b>2:00–2:15</b>	<b>Break</b>
2:15–3:15	Module 3: Describing Best Ethics Practice ( <i>Part 2</i> )
3:15–3:30	Q and A
3:30–4:15	Interactive activity (e.g., Storyboard application review, Jeopardy)
4:15–4:30	Wrap-up

## DAY 2

<b>7:30–8:00a</b>	<b>Registration</b>
8:00–9:30	Module 4: Describing Current Ethics Practice
9:30–10:30	Ethics Quality Gap Activity
<b>10:30–10:45</b>	<b>Break</b>
10:45–11:45	Module 5: Developing an Effective Refined Improvement Goal
<b>11:45a–100p</b>	<b>Lunch (On Own)</b>
1:00–2:15	Module 6–Identifying Change Strategies to Address an Ethics Quality Gap
<b>2:15–2:30</b>	<b>Break</b>
2:30–3:00	Q and A
3:00–4:00	Interactive activity (e.g., Storyboard application review, Double Jeopardy)
4:00–4:30	Wrap-up