

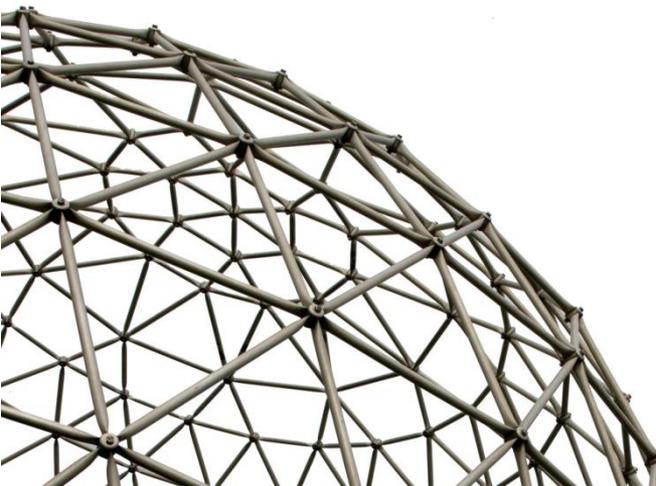


Competence Network Health Workforce

Bern 23rd to 26th October 2018

PROMOTING ETHICS IN CARE

CONUNDRUMS AND OPPORTUNITIES

A geometric dome structure made of interconnected wooden poles, resembling a geodesic dome, located in the bottom left corner of the slide.

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Abstract



This talk will consider contemporary challenges and questions relating to the promotion of ethics in care: What should we aim towards? How do we achieve our goals? And What strategies should we adopt? It will be argued that a more sustainable approach to ethics in care is the adoption of a three-level 'slow' approach. Ann will elaborate on an approach to 'slow ethics' she has developed with a view to illuminate how ethics can be embedded in care cultures and to counter a craving for quick fixes and short-term solutions.

Nursing ethics in Switzerland



Dr Verena Tschudin –
founding editor of *Nursing Ethics* 25 years ago

Dr Settimio Monteverde
– Editorial Board member

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Outline



Scene setting – Current challenges

Clarification of concepts – Ethics, competence, conundrums..

Background - Evolution of ‘slow ethics’.

Conundrums – What should we aim towards? How do we achieve our goals? What strategies should we adopt? How do we measure success?

Ethical competence - What might this mean? A model

Opportunities – The application of a three-level ‘slow ethics’ approach...

Video – Why good care matters

Background

Current challenges



- Demographic changes – longevity
- Public health & chronic conditions
- Developments in biomedicine – just because we can, should we?
- Political changes – Brexit
- Care workforce shortage
- Limited resources
- Migration (Brexit)
- Environmental challenges
- Reports of unethical practice



Key concepts..



Ethics?

Normative (right and good, conduct and character, 'should' and 'oughts' – theoretical

Non-normative ethics – describes the moral life – qualitative and quantitative

A conundrum?

A difficult and intricate problem, a puzzle ...response by conjecture rather than evidence?

Competence?

1590's 'rivalry' (based on *compete*) also 'adequate supply' (now obsolete). 1630's as 'sufficiency of means for living at ease' from Latin *competentia* 'meeting together, agreement, symmetry' ...

From 1700, meaning 'adequate range of capacity or ability, sufficiency to deal with what is at hand..'

From mid-1980's competency-based education (CBE) (see Foth & Holmes 2016 *Nursing Inquiry* re neo-liberal evolution of CBE)

Means to promote ethics?



Which level? Micro/Meso/Macro?

What are we aiming towards?

Patient safety? Patient and staff flourishing? Cost-effectiveness?

Which interventions or strategies? Ethics education (see Stolt et al 2018)? Ethics support?

How measured? Can the moral life be measured? Which tools?

How delivered? Formal or informal? 'Fast' or '**Slow**'?



Slow...



Perspectives that focus on doing things well instead of quickly, on valuing quality instead of quantity. On handling materials i.e. our common natural resources, with care, and showing consideration for future generations. On seeing a value in slowness. On allowing time to be a significant factor in the artistic process [...]

Thus it requires not only courage but also integrity to dare to take the time and focus entirely on one single project, for weeks, months or even years (Cilla Robach *Slow Art* 2013)

Slow ethics...

Slow Ethics requires a broader view of ethical competence that pays attention to: ethical perception: the acquisition of knowledge of moral philosophy and other related disciplines to understand ethical and unethical practice; the development of critical thinking; ethical action; and the conditions that enable professionals to flourish (ethically) and demonstrate virtues.

Slow Ethics provides the opportunity for a more sustainable approach to professional ethics. It resists seduction by quick fix solutions; complacency by the latest ethical concordat, charter or algorithm; and reassurance from simple explanations for unethical practices [...].

‘Listen carefully and judge slowly’



The screenshot displays a web browser window with the URL <https://www.timeshighereducation.co.uk/comment/governance/slow-ethics-will-tackle>. The page content includes the title "Slow ethics will tackle moral winter" and the author "We need to calm our frenetic lives and let virtues such as integrity, patience and respectfulness prevail, reflects Ann Gallagher". Below the article is an illustration of a medieval-style cart. To the right, there is a banner for "THE AFRICA SOCIETY OF MEDICINE UNIVERSITIES SUMMIT" held from "30-31 JULY 2015" in Johannesburg, featuring "INSPIRATIONAL SPEAKERS" and "WORLD-CLASS".

The bottom portion of the screenshot shows the "CLINICAL ETHICS" journal page on the SAGE Journals website. The article title is "Slow ethics: A sustainable approach to ethical care practices?" by Ann Gallagher. The page includes a "This Article" section with publication details, a "Full Text (PDF)" link, and a "Services" section with options like "Email this article to a colleague" and "Download to citation manager". A "Call for papers" sidebar for the "PROCEEDINGS OF SINGAPORE HEALTHCARE" is also visible.

Elements of slow ethics



- **Stories**
- **Sensitivity**
- **Space**
- **Scholarship**
- **Sustainability**

Arthur Frank (2010) *Letting Stories Breathe: A Socio-Narratology*

‘Stories work with people, for people, and always stories work *on* people, affecting what people see as real, as possible, as worth doing or best avoided.’

Sensitivity



Understanding what people need and being kind and helpful.

Ethical sensitivity - ‘a foundational component of ethical action’ (Milliken 2016).. Awareness of how our actions affect other people... The capacity to recognise ethical issues and decide with intelligence and compassion...

Space & Time



RIPE Project

‘I really miss doing the sessions. It’s just to have more time and space for discussion between each other. To just share with the experience [...] more opportunities to discuss things and learn from each other’ (CA2).

‘So learning, learning, learning [...] people learn the things when they come to the job, but they need actually to have more training before they actually commence the job [...] discussions, a case study and then we’ll work on that [...] Time, time, time [...] We would like to do a lot but...time.’ (TL1).



Scholarship



NURSING ETHICS



Empirical ethics - Wide range of themes:

- Moral distress
- Moral resilience
- Moral climate
- Dignity in Care
- Compassion
- Truth-telling
- Consent
- Ethical competence
- Ethics education....

Theoretical options

Virtue ethics

Care ethics

Rights-based ethics

Duty-based ethics

Principles

Consequence-based ethics

Narrative ethics

Existentialist ethics.....

Sustainability



‘Sustainability is no longer about doing less harm. It’s about doing more good’

Jochen Zeitz



Ethical competence?



The development of '**ethical competence**'? Or components of this?

'Theories of (ethical) competence emphasis factors such as discerning situations and realising responsibilities, understanding and awareness and reflection' (Sporrong et al 2007 NEJ)

Individual characteristics & beliefs; clinical skills; professional commitment; critical thinking and decision-making; knowledge; feedback (Borhani et al 2010 J Med Ethics Hist Medicine)

'Ethical competences integrate the dimensions of perception judgement and behaviour – cognitive; emotional-motivational; & behavioural' (Trobec & Starcic 2014 NEJ)

'Ethical decision-making; ethical reasoning; ethical sensitivity; ethical reflection; ethical knowledge; ethical behaviour; and ethical action' (Poikkeus et al* 2013 JAN)

Ethical seeing (perception); ethical knowing; ethical reflecting (deliberation); ethical doing; & ethical being (Gallagher 2003, 2006)

ELEMENTS OF ETHICAL COMPETENCE	INCLUDES ...	EDUCATIONAL IMPLICATIONS
Ethical perception - seeing	Understanding and responding to moral blindness	Experiential learning. Engagement with arts and humanities. Stories. Observation and feedback in university <u>and</u> practice settings.
Ethical knowledge - knowing	Understanding and responding to moral unpreparedness	Learning/teaching re empirical and philosophical ethics.... Focus on nursing ethics scholarship and research mission (past & present) & inter-relationship amongst individuals, organisations and political context. Stories function as ‘bearers of values’ (Heaney 1995) Stage appropriate – Benner’s ‘Novice to Expert’
Ethical deliberation – reflecting	Understanding and responding to moral complacency, indifference and fanaticism	Fostering criticality. <u>Informed</u> reflection – as individual and group (e.g. reflective groups, CECs) Awareness of significance of role modelling.
Ethical conduct – acting	Understanding and responding to unethical practices <u>and</u> organisations	Conduct underpinned by an appreciation of the Enablers of good care, of inhibitors and of processes to address, raise and escalate concerns. Positive responses to actions that promote good care and support in place.
Ethical character – being	Understanding and responding to good – and less good - character of individuals and organisations	Reflection Habituation Aspirational ethics *Further scholarship re care ethics education*

Slow Ethics

@ micro-level (individuals)



UNIVERSITY OF
SURREY



Ethical competence...

Innovative ethics
education programmes
for healthcare students
and professionals....

Slow Ethics



@ meso-level (organisations)

Ethically competent organisations?

Ethics support in healthcare organisations:

Reflective groups?

Clinical ethics committees?

Clinical ethicists?

Schwartz rounds?



Slow Ethics @ macro-level



Engagement with:

Politicians

Policy-makers

Regulators

Media e.g.

<https://www.theguardian.com/social-care-network/social-life-blog/2017/feb/22/lets-tackle-careism-and-give-workers-the-respect-they-deserve>

Revaluing Care



‘Care is the work that sustains life..

To recognise the value of care calls into question the structure of values in our society.

Care is not a parochial concern of women, a type of secondary moral question, or the work of the least well off in society.

Care is a central concern of human life. It is time that we began to change our political and social institutions to reflect this truth’

Joan Tronto ‘Moral Boundaries’
1993

Writing on ethics and care is not new – Nursing Ethics Heritage Collection.

Isabel Hampton Rob (1894) – letter request for head nurse recommendation which ended:

‘In short, we require an intelligent saint.’

Slow Ethics for Care?



Focus on:

- Stories
- Space
- Sensitivity
- Scholarship and
- Sustainability

- Interdisciplinary
- Interprofessional
- Intercultural
- Aspirational

- Pluralist not 'monoethics'
- Space and time not checklists
- Sustainability not short-terms
- Attention to the character of individuals and organisations – social psychology
- Considers levels of explanation –micro; meso; macro
- Includes discussion of difference
- Debates cross-cultural perspectives e.g. filial piety
- Invites perspectives and wisdom of care-givers

Conclusion



Taking the time and making the space to do what matters well. To do what is worth doing.

‘The question(s) must ultimately be what kind of society can we praise and admire? In what sort of society can we live with our conscience clear?’

(http://www.bioeticacs.org/iceb/documentos/Warnock_Report_of_the_Committee_of_Inquiry_into_Human_Fertilisation_and_Embryology_1984.pdf)

Remembering why good care matters

VIDEO - :

<https://surreylearn.surrey.ac.uk/d21/le/content/162839/Home>



Thank You...



For your attention



Conference Announcement

20th International Nursing Ethics
& Care Ethics Conference,
University of Surrey
26th to 27th July 2019

Conference theme is: Cross-
cultural Perspectives on Ethics,
Healthy Aging and Care.

See

<https://www.surrey.ac.uk/international-care-ethics-observatory>

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