Moral Courage in a Culture of Moral Distress

What's Your Moral Threshold?

CLINICAL REASONING!!

- The Commission on Accreditation of Physical Therapy Education Criteria (2011)

Clinical Reasoning/

Problem Solving

Components include:
* Critical Thinking
* Reflection

Huhn et al, 2013

The active process of continuous and deliberate thought relating to a belief or action.

“Reflection in Action” (Schon)
Reflection raises the maturity level of ethical decision making!!
(Jensen 2000, Purtillo 2000)

...So what’s a therapist to do??

- **Put the patient’s best interests first.**
- Be aware of & strive to uphold **Professional Duties**
- Be aware of & strive to uphold **Legal Duties**
- **Reflect upon & trust your instincts to do what’s right**

*Proverbs 11:3 “The integrity of the upright guides them.”*

Why are YOU here?

Anything in practice causing a feeling of uneasiness/uncertainty?
Ethical Distress???

• #1. Legal ?
• #2. Stench?
• #3. Front Page?
• #4. Mom?
• #5. Professional Violation?


Reflection

“THE MORE FAITHFULLY YOU LISTEN TO THE VOICE WITHIN YOU, THE BETTER YOU WILL HEAR WHAT IS SOUNDING OUTSIDE.”

DAG HAMMARSKJOLD (1905-1961) SWEDISH DIPLOMAT, UN SECRETARY-GENERAL & 1961 NOBEL PEACE PRIZE

The Ethos of Practice

“Our contract with society”

Our credibility rests on our ability to make sound clinical judgment that includes ethical reasoning and decision making.
PROFESSIONALISM IN PHYSICAL THERAPY: CORE
VALUES 802-PPS-04-02-03

Accountability
Altruism
Compassion/Caring
Excellence
Integrity
Professional Duty
Social Responsibility

“What is more, sir,” his lordship went on, “I believe I have a good idea of what you mean by ‘professionalism.’ It appears to mean getting one’s way by cheating and manipulating. It appears to mean serving the dictates of greed and advantage rather than those of goodness and the desire to see justice prevail in the world. If that is the ‘professionalism’ you refer to, sir, I don’t care much for it and have no wish to acquire it.”
— Kazuo Ishiguro, The Remains of the Day

“Eagerness to do what is right with transparent motives”

Unknown
Moral Distress in Physical Therapy

“..knew the right choice to make but did not have sufficient __________ to make that choice”

Moral Potency

...bridge from moral thought to moral action

...the capacity to generate responsibility & motivation to take moral action in the face of adversity & persevere through challenges

Moral Potency

• Developed over time by experience
• Observing others whom one respects
• Enhanced by authentic & ethical leadership & the ethical culture of the organization
Moral Potency Construct

(Hannah, Avolio, & Walumbwa 2011)

Three moral capacities that underpin moral potency:

1. **Moral Ownership** – capacity to feel & show a sense of responsibility to take action when faced with ethical issues.

2. **Moral Efficacy** – confidence in personal capabilities to develop solutions to ethical issue &/or confront peer or superior once has #1.

3. **Moral Courage** – to commit to personal moral principles in order to act ethically or resist pressure to act unethically as required to maintain those principles.

**EXAMPLE:**

Moral ownership

Example:

Moral efficacy
EXAMPLE:

Moral Courage

MORAL THRESHOLD

A bar below which one will NOT compromise.

To compromise below this is to compromise ones personal integrity.

Ethical decisions involve moral behavior that are:

Personal
Situational
...a “narrative process”

(Rest 1999)
Situation

- Issue/Problem
- Dilemma
- Distress
- Temptation
- Silence

Issue/Problem

Important values are present & may be challenged

Dilemma

“Right versus right decision”

Two viable courses of action may be taken

Requires moral judgment & deliberation before taking action
Distress

You know the right course of action but are not authorized or empowered to do so.

Often identified in the implementation phase of ethical decision-making ("the doing")

Organizational/Societal barriers to doing what is "right"?

Temptation

Involves a choice between a "right" and a "wrong" course of action

Often involves benefitting from doing the wrong thing

No need to weigh the merits of two alternative actions when one is clearly wrong

Silence

Ethical values are challenged but no one is openly expressing this

May be the course of someone experiencing Ethical Distress
Implementing the RIPS Model:

Step 1. Recognize & Define the Issues: “quick screen” of the situation at hand

Step 2. Reflect: interpretation of facts and the significance & implications of such resolution of issues at hand (involves ethical approaches to solving when dilemma present)

Step 3. Decide the right thing to do:

Step 4. Implement, evaluate, re-assess:

Dialogue!!

Components of the RIPS Model

Realm  Individual  Situation  Process

<table>
<thead>
<tr>
<th>Individual</th>
<th>Moral Sensitivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue/Problem</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizational/Institutional</th>
<th>Moral Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral Motivation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Societal</th>
<th>Moral Courage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distress</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Temptation</th>
</tr>
</thead>
</table>

Case Examination

Informal Poll of DCE/ACCE’s from PT & PTA programs in Kansas, Oklahoma, Missouri & Arkansas Clinical Education Consortium

March 2014

N = 18 people providing 37 examples of:

“situations which created ethical distress for a student &/or yourself once you learned of it via a student...”
POLL SUMMARY:

#1. Fraudulent Billing Practices (10)
#2. Inappropriate Utilization of Personnel (8)
#3. HIPPA Violations including social media (7)
#4. Inappropriate CI behaviors with students (6)
#5. Student supervision (5)
#6. Questionable clinical judgment resulting in fracture (1)

CASE EXAMINATION

APTA 2010 Code of Ethics
The Principles/Standards can be divided into the following categories:

Principle/Standard 1 - Duty to all individuals
Principle/Standard 2 - Duty to patients/clients
Principle/Standard 3 - Accountability for sound judgments
Principle/Standard 4 - Integrity in relationships
Principle/Standard 5 - Fulfilling legal and professional obligations
Principle/Standard 6 - Lifelong acquisition of knowledge, skills, and abilities
Principle/Standard 7 - Organizational behaviors and business practices
Principle/Standard 8 - Meeting health needs of people

FAQs: 2010 Updates to the 'Code' and 'Standards'. Available at: http://www.apta.org/AM/Template.cfm?Section=Ethics_and_Legal_Issues1&Template=/CM/HTMLDisplay.cfm&ContentID=64208 Accessed 2/22/14
Reflection raises the maturity level of ethical decision making!!
(Jensen 2000, Purtillo 2000)

...So what’s a therapist to do??

- Put the patient’s best interests first.
- Be aware of & strive to uphold Professional Duties
- Be aware of & strive to uphold Legal Duties
- Reflect upon & trust your instincts to do what’s right

Proverbs 11:3 “The integrity of the upright guides them.”

THANK YOU!!!

Peggy DeCelle Newman, PT, MHR
Peggy-newman@occc.edu
#405-682-1611 x7749
“We must adjust to changing times & still hold to unchanging principles.” Jimmy Carter

References:

References:
Check D, Conroy C. Development of ethical reasoning in physical therapy education: challenging assumptions, with the increasing need for and education in ethical reasoning skills. Phys Ther 2003;83(10):1466-1472.