Simulation-based learning for ethical skills development in the context of diversity on resident education:

A mixed-methods study from a critical, queer, and disability approach.


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I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Our research Problem statement 1: Minorities and diverse group discrimination at the learning clinical scenario.

- In Mexico one of the principal causes for human rights violation is minorities and diverse group discrimination, that can be reproduced in the clinical environment.
- This can lead to a lack of a quality care and dignified patient centred care.
- It also has an effect on medical education environments.
In 2018 a study made by the Mexican Social Security Institute, showed that the main discrimination causes at the medical care scenario where:

- Religion beliefs.
- Female gender.
- Sexual orientation and gender identity/expression.
- Disabilities
- HIV infection.
Our Research Problem Statement 2:
Hospital organizational culture and behaviour in the reproduction of discrimination.

- Personal believes, social and cultural practices immersed in specific power relations determine the shape of organizational culture and organizational behaviour.

Culture and organizational behaviour could determine the reproduction of discrimination and exclusion, during medical training.

Because role models are shaped in the context of organizational behaviour.


Our Research Problem statement 3:

• Ethical competencies development are mandatory in the context of diversity, in residency education for patient centred care in diversity scenarios.

• We believe that simulation-based learning strategies can be used for developing resident ethical skills as a fundamental part of a professional role, in the context of equity and diversity.

For the purpose of our study we define as “Ethical dimensions of the professional role” as those dimensions that refer to the rational capacity that allows a professional to recognise their responsibility towards “the other’s” whoever they interact with, including patients and colleges.
The purpose of this mixed methods study was to develop a theoretical framework, to determine de content for a simulated scenario, to develop and evaluate the ethical dimensions of the professional role, addressing equity and diversity.


Professional responsibility towards “the other´s”

- This responsibility is centred in bioethical principles:

  - Do no harm.
  - Act with justice
  - Act with beneficence
  - Protect and promote others autonomy
  - Take care of others dignity and integrity
  - Protect and empower others who are vulnerable

This capabilities need to be present in the sense of being a professional but also in the act of demonstrating professional behaviours.
Methods

- Mixed Methods with phenomenological and action research.

- Action research with a critical, queer, and disability interpretative lens, provided knowledge about social constructions, experiences and interpretations for:
  - Scenario elaboration.
  - Contents for the evaluation tool.

Cualitative approach

- Standarization of scenario and validation of the evaluation tool.

Cuantitative approach

- Sequential and exploratory. (Cuantitative anidated in cualitative)

Results:
- Organizational system or learning environment

Creswell, John W. Poth, Cherly N. Qualitative inquiry research and design, Choosing from five approaches. SAGE 4ed Thousand Oaks CA. 2018.
My name is Carla not Luis.
Scenario Debriefing

At the Debriefing Room, residents watched the recorded scenario and talked about three elements critical to reflexive process: Their experience, feelings and reactions.

Professional Role Assessment of ethics and equity dimensions at diversity scenarios.

• After participating in the simulated scenario, they answered individually and as a group 10 discussion generating questions.
• The questions were oriented to identify the presence of dignity, power abuse, inequity, gender and different forms of violence.
• They elaborated concept categories which resume their discussion.

They recognised actions that could **prevent**, **enhance** or **amend** inequity and discrimination **before**, **during** and **after** the event they experienced.
Professional Role Assessment of ethics and equity dimensions at diversity scenarios.

We adapted a direct observational and Role Modelling Reflection Assignment Tool from the “CANMEDS Teaching and Assessment Tools Guide”, to propose our one tool for resident ethical and professional capacities evaluation on the context of diversity and inclusion:

- Abscent
- On development
- Improved
- Fully present
- Excellent (Reference)

The instrument was applied through all the activities.

- Capacity to identify the existence and importance of role models
- Self-awareness of values, beliefs and their association with practices and representations.
- Capacity to traduce knowledge to actions oriented to make a change
- Recognise the importance to act under the bioethical principles: Do no harm, beneficence, justice, dignity, integrity and respect for autonomy.
- Recognised the right of people to have a life free of violence and discrimination.

Interpretation of results (Cualitative data).

- There was a fully present capacity
  - To identify the existence and importance of role models.
- We found that there was a significant improvement in:
  - The capacity to recognize the value of acting under bioethical principles.
  - The importance of recognizing the right of people to have a life free of violence and discrimination.
- We found that residents have difficulties
  - To traduce knowledge to actions oriented to make a change.
  - Self-awareness of values beliefs and their association with their one practices and representations.
Conclusions.

The qualitative phase of our research provided us knowledge about social constructions, experiences and interpretations for establishing a simulated scenario intended to assess ethical competences as part of the Professional Role for diversity learning scenarios. It helped to provide adjusted contents for the construction of an evaluation tool, to be validated in a quantitative phase.
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