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# WEBINAR I: GETTING STARTED IN BIOETHICS EDUCATION RESEARCH

## Bioethics Education Resources (BEdR): Webinar Series

A Project of Cambridge Consortium for Bioethics Education: USA Working Group

# WELCOME

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- Assistant Professor, Department of Foundational Medical Studies, OUWB School of Medicine
- Co-Director, USA Working Group, Cambridge Consortium for Bioethics Education

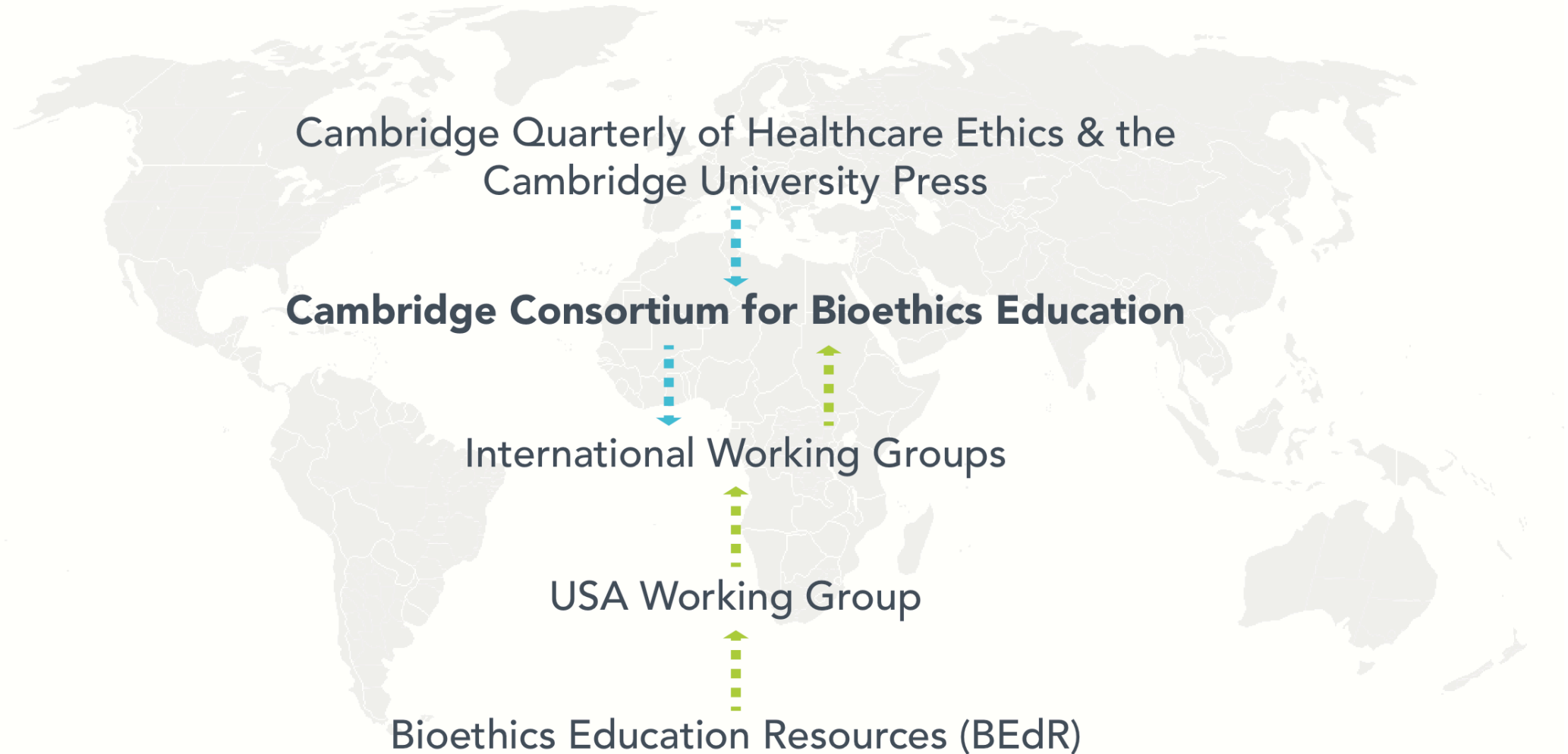
Dr. Marin Gillis PhD, LPh

- Professor and Chief, Division of Ethics, Humanities, and the Arts (DEHA), FIU Herbert Wertheim College of Medicine
- Director, USA Working Group, Cambridge Consortium for Bioethics Education

Dr. Claire Clark, PhD, MPH

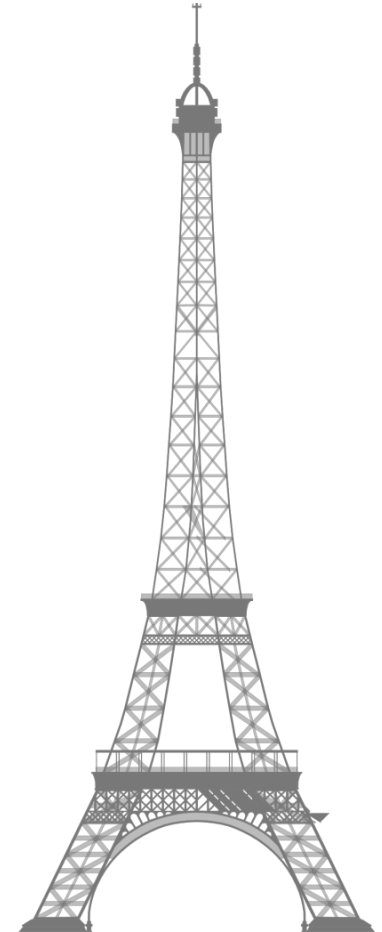
- Assistant Professor, Department of Behavioral Science, University of Kentucky School of Medicine
- Co-Director, USA Working Group, Cambridge Consortium for Bioethics Education

# ABOUT Us



# WHAT IS THE CAMBRIDGE CONSORTIUM FOR BIOETHICS EDUCATION?

- A network of international bioethics educators that meets in Paris for 3 days each year to:
  - Discover promising practices
  - Develop international and national networks for collaborative research, publishing, and grants
- Upcoming: 9<sup>th</sup> Edition of the Cambridge Consortium for Bioethics Education
  - July 2019
  - Reid Hall, Columbia University Global Centers, Paris





# CAMBRIDGE CONSORTIUM FOR BIOETHICS EDUCATION USA WORKING GROUP

Our mission is to:

- Develop and promote standards and best practices in ethics, humanities, and arts education in the health professions
- Equip educators from varied disciplinary backgrounds and expertise with the resources and training for a scholarly approach to teaching ethics, humanities, and the arts in the health professions and to make contributions to the scholarship of teaching and learning

# BIOETHICS EDUCATION RESOURCES (BEdR)

- [www.bedr.education](http://www.bedr.education)
- Open-access collection of peer-reviewed teaching resources that have cross-institutional promise in partnership with Florida International University
- Webinar series for ethics, humanities, and arts educators teaching in professional settings in partnership with Oakland University William Beaumont School of Medicine

A stethoscope with a blue tube and silver chest piece is draped over a stack of several old, thick books. The books have worn spines and some have orange or red covers. The background is a soft, out-of-focus grey.

# WEBINAR I: GETTING STARTED IN BIOETHICS EDUCATION RESEARCH

Presented by: Dr. Amy Michelle DeBaets, PhD, ThM, MDiv, MA

# LEARNING OBJECTIVES

By the end of this session, attendees should be able to:

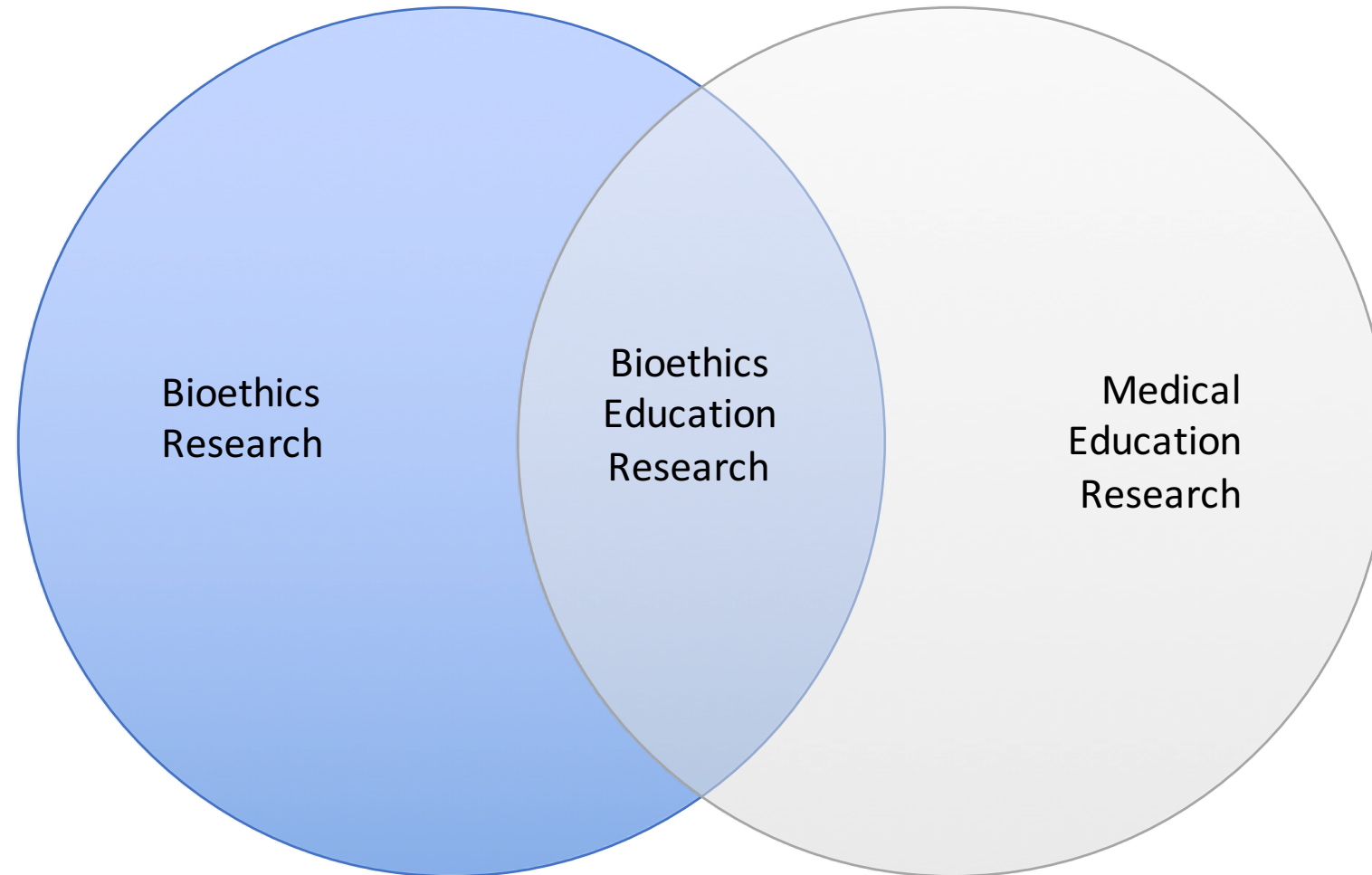
- Describe bioethics education research and differentiate it from other forms of bioethics and medical / health professions education research
- Explain the importance of research in educational best practices in bioethics and medical humanities
- Examine how bioethics education research is conducted
- Develop an idea for a bioethics education research project



# LEARNING OBJECTIVES

- For the purposes of this discussion, we are using “bioethics” as a shorthand for the broader field of bioethics, medical / health professions humanities, and arts
- The practices and learning goals are generally equivalent across medical education and other health professions, though the specific accreditation standards and competencies vary

# BIOETHICS EDUCATION RESEARCH



# BIOETHICS EDUCATION RESEARCH

Bioethics education research is the empirical study of teaching and learning in bioethics and medical humanities, including the evaluation of content, instructional methods, curriculum design, assessment, and impact.

Is what we're teaching working well?

# BIOETHICS EDUCATION RESEARCH

Questions a bioethics education research project might consider include:

- Is a new teaching format as or more effective in delivering core ethics and humanities concepts?
- Are our ethics assessments effective in measuring students' learning, behavior, and attitudes?
- How many students are completing reading or other assignments to prepare for class sessions?
- Is our teaching in ethics and humanities affecting students' performance in clinical settings? In what ways?



# BIOETHICS EDUCATION RESEARCH

The goal of bioethics education research is to understand what methods of teaching and learning in bioethics and medical humanities are effective at:

- Promoting understanding of ethical and humanistic concepts
- Engaging students in ethical and humanistic practices
- Fostering lifelong learning in bioethics and medical humanities
- Integrating bioethics and humanities education within medical education
- Assessing the knowledge, skills, and attitudes we are intending to instill in our students

# WHY BIOETHICS EDUCATION RESEARCH?

Without meaningful research on our educational tools, we have no way of really knowing whether our ethics and humanities educational interventions have the impact that we want them to.

# HOW TO CONDUCT BIOETHICS EDUCATION RESEARCH

Conducting high-quality educational research in bioethics and medical humanities can be challenging for many reasons:

- Difficult to develop true experimental designs in live educational settings
- Limited opportunity to control variables
- Limited sample sizes
- Challenges in studying effects on long-term behavior
- Lack of funding to develop high-quality studies
- Limited support for educational research in academic bioethics
- Few venues for publishing educational research in bioethics

# HOW TO CONDUCT BIOETHICS EDUCATION RESEARCH

Educational research in bioethics and medical humanities utilizes many of the same methods that other forms of educational research use:

- Qualitative methods
  - Interviews, ethnography, participant observation, case studies, expert reviews
- Quantitative methods
  - Surveys, pre-test / post-test, controlled trial, A/B testing, quasi-experimental designs
- Mixed methods



# IDENTIFYING YOUR RESEARCH QUESTION

- What do you want to study?
  - How?
  - Why?
- 
- Identify your overall goals and objectives for the study
  - Narrow the focus to an answerable question in a single study
  - Plan for what you want to do with the results
  - Your research question will help you identify appropriate methods

# PROGRAM EVALUATION OR RESEARCH?

Program evaluation activities can often be incorporated into the curriculum directly:

- Generally, you can apply for a waiver from IRB
- Many institutions require students to participate in program evaluation activities
- Can be done using retrospective data analysis or additional evaluation tools
- Not intended for publication or generalizable knowledge

Research activities are intended to contribute to generalizable knowledge:

- Must be approved by IRB
- Student participation is voluntary except in some retrospective data analyses

# SAMPLE BIOETHICS EDUCATION RESEARCH QUESTION

In your institution, the ethics curriculum is only offered in the first and second years of medical school.

You are interested in identifying whether the the knowledge, skills, and attitudes you are teaching your students in the first and second year carries over into practice in the third year.

# WHAT ARE YOU ASSESSING?

- Narrowing your focus:
  - This question is important, but too broad to be answered in a single study
  - What specific aspect of students' learning do you want to analyze?
- Knowledge is (usually) relatively straightforward to assess
- Skills and behavior are a bit more difficult to assess
- Attitudes are often very difficult to assess



# NARROWING THE SCOPE

You decide you want to focus on skill retention at the end of the third year

- Can your students identify an ethical issue in real time in the clinic?
- Can they address the ethical issue appropriately and effectively?

# NARROWING THE SCOPE

Alignment with learning objectives, core competencies, and entrustable professional activities (e.g., AAMC Standards)

- EPA 11: Obtain informed consent for tests and/or procedures
- Core competencies: Professionalism, Communication skills, Patient care
- Learning objectives:
  - Commitment to ethical principles
  - Communicate effectively with colleagues
  - Counsel and educate patients to ensure shared decision making

# CHOOSING YOUR METHODS

You decide to conduct research on the efficacy of a pre-clinical ethics curriculum in enabling students' skills at identifying and responding to an ethical issue at the end of the third year.

What research methods might you use, and why?

# CHOOSING YOUR METHODS

- Survey of students' retention of ethics practices through case scenarios
- Participant observation in clinical encounters
- Retrospective chart study of students' involvement in ethics consults
- Standardized patient encounter involving an ethics issue

Pros and cons for each choice – validity, availability, accessibility, cost, recruitment

# CONDUCTING THE STUDY

You decide to use a simulation study using a clinical encounters. The university's IRB approves the study, and you invite students to participate using the following scenario:

# CONDUCTING THE STUDY

Ms. Rosario, 67, has come into the clinic today with her daughter to discuss her need for a mitral valve replacement surgery. As the attending discusses the surgical procedure, its risks, benefits, and alternatives, Ms. Rosario smiles and nods, and she signs the informed consent form. You notice that she didn't ask any questions, and her chart notes that she has moderate dementia and. After she hands the form back, the attending leaves and her daughter goes to the restroom. She becomes agitated and asks, "What's going on here? Why am I at the doctor's office?" Then she quickly calms herself and smiles.

How do the medical students respond?



# ANALYZING DATA

- You have 27 students who sign up and complete the study, and you have categorized their responses along two axes:
  - Whether they ask about Ms. Rosario's capacity to give informed consent for this decision
  - Whether they ask the attending about an advance directive, healthcare proxy, or for the daughter to be involved in the decision
- Students also debrief after the encounter, and many of the students who did not say anything about Ms. Rosario's capacity to give informed consent mention it in the debrief. You note this as well.

# PUBLISHING YOUR RESULTS

You then develop a qualitative evaluation of the students' responses along the two axes, as well as a discussion of what the students said in the debrief.

- Did your study meet its goal?
- What did you learn?
- What results will you publish?
- Where might you consider publishing your results?

# RESOURCES IN BIOETHICS EDUCATION RESEARCH

- Bioethics Education Resources (BEdR) Collection of peer-reviewed resources: [www.bedr.education](http://www.bedr.education)
- Cambridge Quarterly for Healthcare Ethics publishes an education segment:  
<https://www.cambridge.org/core/journals/cambridge-quarterly-of-healthcare-ethics>

# BIOETHICS EDUCATION RESOURCES (BEdR)

## WEBINAR SCHEDULE

- August 7, 2018: Getting started in bioethics education research
- October 2, 2018: Methods in bioethics education research
- December 4, 2018: Publishing your bioethics education research
- February 5, 2019: Funding for bioethics education research
- April 2, 2019: Collaboration in bioethics education research

All webinars will be held at 1pm Eastern (US) time

Register: [ceme@oakland.edu](mailto:ceme@oakland.edu)

# UPCOMING WORKSHOP

## PRECONFERENCE SESSIONS

### American Society for Bioethics and Humanities Annual Conference

- October 18, 2018
- Anaheim, California
- [www.asbh.org](http://www.asbh.org)

#### 8 am-Noon

#### **Expanding Educational Scholarship in Ethics, Humanities, and the Arts: A How-To Guide for the Future (003)**

Claire D. Clark, PhD MPH, University of Kentucky, Lexington, KY;  
Marin Gillis, PhD LPh, Florida International University, Miami, FL;  
Amy DeBaets, PhD, Oakland University William Beaumont School of Medicine, Rochester, MI

Over the last 50 years, bioethicists and medical humanists have convinced educators that their field has a place in undergraduate and graduate medical education but have been less successful in making the case that teaching these courses requires specialized training, demonstrating how our instructional materials align with educational theory, and publishing evidence-based research in medical education journals. Participants will bring with them an educational project at any phase of development. After hearing a brief overview of conducting educational research, participants will rotate to tables on these topics: generating a research question, choosing research methods, getting funding, establishing collaborations, and finding a publication outlet. Participants should leave with an actionable plan for advancing a project that promotes a scholarly approach to bioethics, humanities, and arts education in medicine.

# BEdR FUTURE

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- 9<sup>th</sup> Edition of the Cambridge Consortium for Bioethics Education: July 2019, Paris
- CFP: Fall 2018  
[www.icmbioethics.com](http://www.icmbioethics.com)





# CAMBRIDGE CONSORTIUM USA WORKING GROUP EXECUTIVE

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