




**Pharmacy Ethics SIG:
Incorporating Ethics and Developmental
Psychology into Curricula to Promote
Cognitive Moral Development in
Millennial Students**

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Leading the REVOLUTION 2009 Annual Meeting and Seminars **AACP**


Outline

- Introductions
- Presentation by Dr. David Hart
- Panelist presentation
- Questions and Questions
(maybe some answers)

Ethics SIG Business Meeting at 5:15 PM
Faneuil-Mez Level

Leading the REVOLUTION 2009 Annual Meeting and Seminars **AACP**

Michael Manolakis, PharmD, PhD
Associate Professor and Assistant Dean for Planning
Wingate University School of Pharmacy



Leading the REVOLUTION 2009 Annual Meeting and Seminars **AACP**

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Marriott School of Business, Brigham Young University



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Incorporating Ethics and Developmental Psychology into Curricula to Promote Cognitive Moral Development in Millennial Students

David W. Hart
Romney Institute of Public Management
Marriott School of Management
Brigham Young University

2007 national business ethics survey

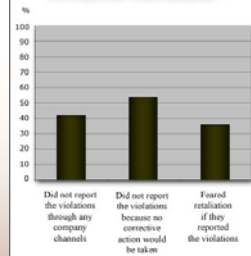
Ethical misconduct in general is very high and **back at pre-Enron levels**—during the past year, more than half of all employees saw ethical misconduct of some kind.

agenda

the big question: how do we facilitate the moral development of millennial students?

is it possible?
what to do...

A new survey finds that "six years after high-profile corporate scandals rocked American business, there has been little if any meaningful reduction in the enterprise-wide risk of unethical behavior at U.S. companies." According to the survey, 56 percent of employees personally observed violations of company ethics standards, policy, or the law over the past year. Workers saying they . . .

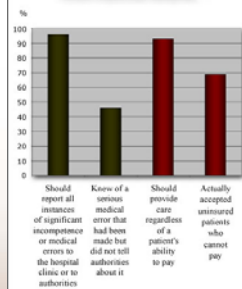


Source: Ethics Resource Center's 2007 National Business Ethics Survey®

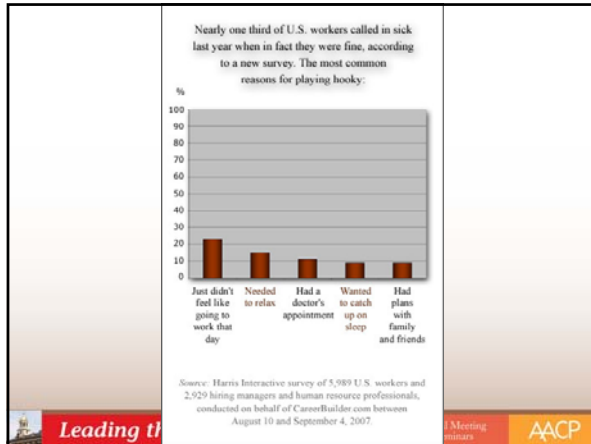
can ethics be taught?

- ethics are in decline

A new study reports a significant disconnect between what the nation's physicians feel should happen and what actually happens in U.S. hospitals. Percent of physicians saying they . . .



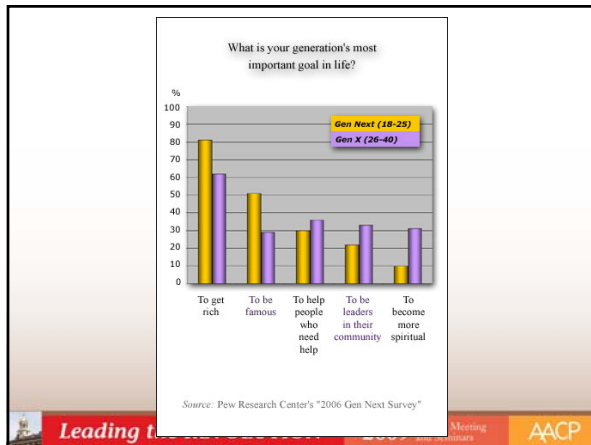
Source: Reuters coverage of a new study led by Eric Campbell of Massachusetts General Hospital and Harvard Medical School in Boston, surveying more than 1,600 physicians in 2003 and 2004. The study is published in the December 4, 2007, issue of the *Annals of Internal Medicine*.



questionable state of our integrity

MBA's

- 76% were willing to understate expenses that cut into their companies' profits
- nearly all believe shareholder value is more important than customer service
- convicts in 11 minimum security prisons had higher scores on the DIT2 than MBAs



deterioration in honesty over time

	year/(%)	year/(%)
college students who cheated in H.S.	1940 (20%)	2002 (75-98%)
self-reported cheating	1983 (11%)	1993 (49%)
believe cheating is common	1940 (20%)	1997 (88%)
used cheat sheet	1969 (34%)	1989 (68%)
let others copy work	1969 (58%)	1989 (98%)
willing to lie to get job	2000 (28%)	2002 (39%)

questionable state of our integrity

did you cheat to get into graduate school?

"YES"

- 43% liberal arts
- 52% education
- 63% law and medicine
- 75% business

(source: rutgers university survey of students)

another study of student honesty

- responses from 50,000 college students at 69 schools
- 26% of business majors admitted to serious cheating on exams
- 54% admitted to cheating on written assignments
- journalism majors were worse with 27% admitting to cheating on exams
- the most honest—students in the sciences (19% reported cheating on tests)
- author observes "cheating has increased since he began doing surveys 15 years ago"
- He partly blames technology—makes it easier to cheat

(*biz majors get an F for honesty" by donald mccabe published february 6, 2006, by the center for academic integrity)

will our ethics improve?

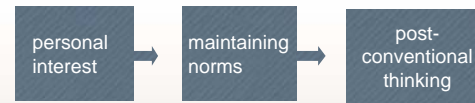
survey of high school students

2001 2002

(71%) 74% cheated on an exam in the last year;
 (45%) 45% said they did it at least twice in the last year
 (92%) 93% lied to their parents in the past year;
 (79%) 79% say they lied twice
 (78%) 78% have lied to their teachers
 (27%) 37% said they would lie to get a job
 (35%) 38% took something from a store in the last year

Josephson (2002/2001)

rest's neo-kohlbergian model of cognitive moral development



can ethics be taught?

- ethics are in decline
- inconsistent levels of moral development

brady & hart model of moral development

	Deontology	Teleology	Axiology
Macro	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
Micro	1.	1.	1.
	2.	2.	2.
	3.	3.	3.

kohlberg's stages of moral development

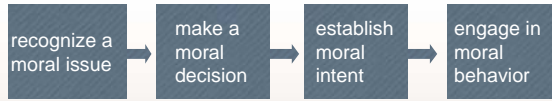
Age group	Developmental stage and major ethics relevant	Rank of ethics reasoning
Mature adulthood	Stage 6 Universal principles: Justice, fairness, universal human rights	Principle-centered reasoning
Mature adulthood	Stage 5 Moral beliefs above and beyond specific social customs: Human rights, social contract, broad constitutional principles	Principle-centered reasoning
Adulthood	Stage 4 Society at large: Customs, traditions, laws	Society-and-law centered reasoning
Early adulthood, adolescence	Stage 3 Social groups: Friends, school, coworkers, family	Group-centered reasoning
Adolescence, youth	Stage 2 Reward seeking: Self-interest, own needs, reciprocity	Ego-centered reasoning
Childhood	Stage 1 Punishment avoidance: Punishment avoidance, obedience to power	Ego-oriented reasoning

Source: Adapted from Lawrence Kohlberg, The Philosophy of Moral Development (New York: Harper & Row, 1981).

can ethics be taught?

- ethics are in decline
- inconsistent levels of moral development
- age-old discussion
- ethics pedagogy - what are we teaching?

rest's model of moral decision-making



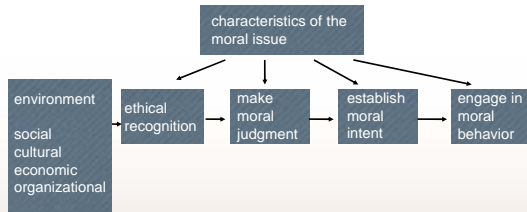
Relatively few of our moral failings are attributable to inept reasoning about dilemmas. Many more arise from moral indifference, disregard for other people, weakness of will, and bad or self-indulgent habits.

- edwin delattre

The sad truth of the matter is that most evil is done by people who never made up their mind to be either bad or good

- hannah arendt

jones' model of ethical decision-making



(Jones 1991)

The fantasy seems to be that if up-and-coming accountants just knew a little more about ethics, then they would know better than to falsify their reports so as to drive up the value of the company stock. But sheer ignorance is seldom the moral problem. More knowledge is not what is needed. Take it from Kierkegaard: "The moral challenge is simply to abide by the knowledge we already have."

-- Gordon Marino

CHARACTERISTICS OF INDIVIDUALS

Individual Differences
Cognitive Biases

Process of Individual Ethical Decision -Making Behavior



CHARACTERISTICS OF ORGANIZATIONS

Group and Organizational Pressures
Organizational Culture

can ethics be taught?

- ethics are in decline
- inconsistent levels of moral development
- age-old discussion
- ethics pedagogy - what are we teaching?
- the challenge of moral psychology

the challenge of moral psychology

- emotion
- the brain and moral cognition
- situationism

the trolley dilemma

- trolley YES 94%
- transplant 8%
- bystander 90%
- footbridge 10%

emotion

dual process theory of moral cognition
- intuition v. reason

the challenge of moral psychology

- emotion
- the brain and moral cognition
- situationism

the brain & moral cognition

the moral mind is a constellation of distinct cognitive processes that can operate independently, often, interact, and sometimes compete

(cushman & young 2009:11)

situationism

situational variables often override character traits or behavioral dispositions

situationism

- mood

situationism

- mood
- group effects

dime study

	helped	did not help
found dime	14	2
did not find dime	1	24

(isen & levein 1972)

group effects research

bystanders in danger
victims in danger
villains act

(latane & nida 1981)

good samaritan study

	low	medium	high
percentage helping	63%	45%	10%

(darley & batson 1973)

why?

- social inhibition of helping
- audience inhibition
 - social influence
 - diffusion of responsibility

(latane & nida 1981)

situationism

- mood
- group effects
- structural dynamics

how do we encourage the moral development of students?

the answer
our story

structural dynamics

milgram - obedience to authority
zimbardo - stanford prison experiments

the marriott school of management

3,000 students

- three undergraduate degrees
- four masters degrees (and two executive degrees)

undergraduate program is ranked #5
mba is ranked #22; macc #1
#2 in ethics

agenda

the big question: how do we facilitate the moral development of millennial students?

is it possible?
what to do...

ethics at the marriott school

the answer as we see it...

- know thyself - temple at delphi
- the unexamined life is not worth living - socrates
- self-reflection and self-awareness
- reflective equilibrium - john rawls

an ethics pedagogy



ethics and self-awareness

If people reflect on a moral issue before they are involved in it, they are more likely to behave in accordance with their consciences when that issue faces them in real life. Moral reflection and discussion of the kind found in the best types of moral education substantially enhance the ethical quality of a person's future choices

- Steven Sherman

learning outcomes...

course-level
program-level

larger themes for the course

exposure to the business world of ethics

why be ethical?

why do good people do bad things?

how do you convince others to be ethical?

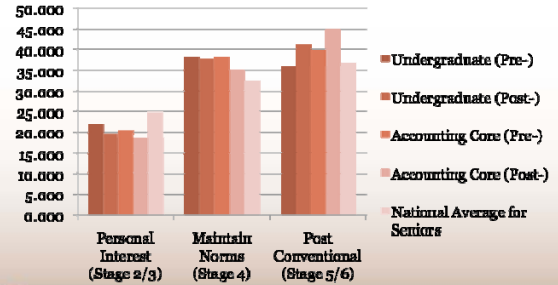
BUSINESS MANAGEMENT 280

Learning Objectives	Personal Code of Ethics	Ethical Issue Case	Moral Dilemma Essay	Group Ethical CBA Analysis	Current Event Paper	Participation	Exam
Identify and address common ethical issues that arise for individuals, managers, and organizations.		X			X		
Use the three prescriptive approaches and the eight-step model to resolve ethical dilemmas.		X					X
Recognize how individual differences and cognitive barriers can influence ethical judgment.			X				X
Identify the key tools that apply to managing ethical conduct.				X	X		X
Identify and prioritize personal values and apply them to making ethical decisions.	X		X				
Explain how organizational and cultural variables can influence ethical conduct.				X			X
Engage in logically sound discussion about moral dilemmas using the language of business ethics.						X	

learning outcomes...

course-level
program-level

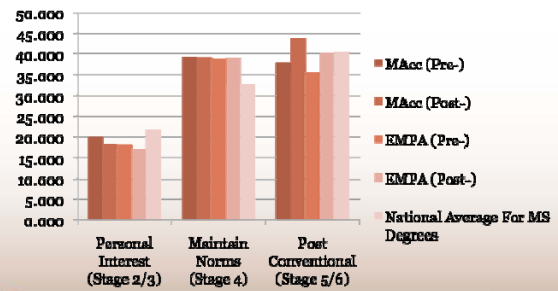
undergraduate pre- & post-



key points

- **Background:**
 - Established on Kohlberg's Stages of Moral Development
 - Meant to determine an individual's "moral judgment": the driving force behind ethical reasoning
 - Most widely used and accepted psychometric tool
- **Strengths:**
 - Predicts ethical behavior clinically better than personal interviews; easier to administer
 - Bogs data detector
- **Weaknesses:**
 - Limited in scope: defines macromoral judgment
 - Only measures ethical judgment—not ethical sensitivity, character, or integrity
 - A disputed instrument

graduate pre- & post-



how to read

- **Based on the Kohlberg Six Stage Model of Moral Judgment**
 - Individuals progress from stage to stage, but may blur boundaries
- **Broken down into three primary scores:**
 - Personal Interest (Stages 2 & 3 combined) ("What's in it for me?")
 - Maintain Societal Norms (Stage 4) (Law and Order Mentality)
 - Principled Score (Stages 5 & 6 combined) (Principled Conscience)
- **Each score ranges from 0 to 95**
 - A p-score of 50 or above constitute superior ethical judgment.

questions?



Moral Development at University of Charleston School of Pharmacy

David A. Latif, MBA, Ph.D.
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University of Charleston School of Pharmacy

Semi-Structured Interview

- Do the smartest students provide the highest levels of patient care?
- Heavy weight in admissions process on non-traditional factors.
- Every interviewer is trained in process of semi-structured interview.
- Domains of interest include citizenship and ethics.

Agenda

- Admissions
 - Semi-Structured Interviews
 - Domains associated with integrity, moral reasoning, and citizenship.
- Health Ethics Portfolio
 - Reflection on ethical dilemmas in healthcare
- Assessment
 - Moral development from P1 to P3 year.

Semi-Structured Interview

- Standardized rubric
- Inter-rater reliability
 - $r = 0.78$

Admissions

Semi-Structured Interview

- Moral Reasoning Domain example:
 - *Should a doctor give an overdose of morphine to a severely terminally ill patient who is in tremendous pain and repeatedly asks the doctor to help her end her life? Why or why not?*
 - Rubric anchored at “very poor” and “excellent.”

Health Ethics Portfolio

Health Ethics Portfolio

- Use a standardized Ethical Decision Making Model to:
 - On a weekly basis write about a current health care ethical dilemma you have found in a newspaper, magazine, or journal that has been written **within the past twelve months**.
 - Write on a weekly basis any ethics discussion that has formally taken place in any of your classes during this semester and the prior semester (including experiential).
 - Assessment: More confidence in resolving ethical dilemmas

Objectives

- To develop an awareness of the myriad of ethical issues faced by health care professionals and students.
- To use ethical principles and theories to consider alternative sides to ethical dilemmas.
- To distinguish ethical from other kinds of issues in pharmacy practice and pharmacy school.

Assessment: Moral Development

Objectives

- To distinguish ethical from other kinds of issues in pharmacy practice and pharmacy school.
- To identify the morally relevant features of a case.
- To provide justification for the best alternatives to an ethical dilemma.

Moral Development at UCSOP

- Why is this important?
 - Investigations in medicine, nursing, physical therapy, and pharmacy have demonstrated meaningful relationships between one component of moral development, moral reasoning, and clinical performance.¹⁻⁵
 - Two studies
 - Moral reasoning was a bigger contributor toward clinical performance than GPA and standardized test scores.^{2,4}

Moral Reasoning⁶

- Focuses on:
 - Self interest (Pre-conventional)
 - Relationships (Conventional)
 - Ethical principles (Post-conventional)
- Defining Issues Test (DIT)⁹
 - Used to assess moral development at UC

New Index to Measure Moral Reasoning

- A more robust index called the *New Index* (N2) has been used by researchers for the past several years because it purports to measure, not only one's level of principled thinking (i.e., P score), but also the degree to which non-principled items receive lower ratings^{9,10}

Moral Development

- Studies in medicine and veterinary medicine^{5,7,8}
 - Expected longitudinal growth in moral development did not occur
 - Rigidity of curriculum, few liberal arts offerings
- Assessed Class of 2010 using DIT-2 during orientation (August, 2006) and at end of P3 year (April, 2009)

Results

<u>N2%:</u>	<u>N</u>	<u>MEAN</u>	<u>SD</u>	<u>P</u>
August/2006	71	38.68	12.47	
April/2009	71	42.32	11.77	0.006**
April/2009				
Female	40	44.98	11.04	0.030*
Male	31	38.89	11.97	

*Significant at 0.05 alpha level;
**Significant at 0.01 alpha level.

Demographics of Class of 2010

	N	
Gender		
Female	40	
Male	31	
Age		
Female	40	26 years
Male	31	28 years
GPA (on 4 point scale)		
Male	40	3.08
Female	31	3.23

Limitations of Investigation

- Generalizability to other SOPs in U.S. and abroad
- Internal validity---test-retest
- Relationships---Not cause and effect
- Assumption that instrument used measures moral reasoning.

Conclusion

- UCSOP
 - Admissions
 - Utilizes semi-structured interview in admissions process
 - Health ethics portfolio
 - Ethical dilemma reflection
 - Moral Development
 - Significant moral development for class of 2010 between P1 and P3 years.

Ethics Education at Wingate University School of Pharmacy

2009 AACP Annual Meeting and Seminars
Boston, MA

Michael L. Manolakis, PharmD, PhD
July 20, 2009

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1. Latif, DA, *et al.* The relationship between community pharmacists' moral reasoning and components of clinical performance. *J Soc Adm Pharm.* 1998; 15: 210-224.
2. Krichbaum K, *et al.* The Clinical Evaluation Tool: A measure of the quality of clinical performance of baccalaureate nursing students. *J Nurs Educ* 1994; 33: 395-404.
3. Sheehan TJ, *et al.* Moral judgment as a predictor of clinical performance. *Eval Health Prof.* 1980; 3: 393-404.
4. Sisola SW. *Principled Moral Reasoning as a Predictor of Clinical Performance in Physical Therapy* [Dissertation]. MN: University of Minnesota, 1995.
5. Self DJ., *et al.* A pilot study of the relationship of medical education and moral development. *Acad Med.*, 1991: 626-629.

The ethics course is...

- Two unit course; first semester, P3 Year
- Course Design
 - From practice to philosophy
 - Case-based
- Five written reflections used for assessment
 - Patient narrative or initial impressions
 - Conscientious objection
 - Medication use in children
 - Death and dying
 - Hypothetical practice-based case

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6. Kohlberg L. Stage and sequence: The cognitive-developmental approach to socialization. In: Goslin, D.A., ed. *Handbook of Socialization Theory and Research*. Chicago: Rand McNally, 1969, 347-480.
7. Galaz-Fontes JF, *et al.* 1989, *Medical school training and moral reasoning in Mexico*. Paper presented at the 4th Adult Development Symposium meeting. Cambridge, MA.
8. Self DJ, *et al.* Evaluation of teaching medical ethics by an assessment of moral reasoning. *Med Educ.* 1992; 26: 178-184.
9. Rest J, *et al.* *Postconventional Moral Thinking: A Neo-Kohlbergian Approach*. 1999; Mahwah, NJ: Lawrence Erlbaum.
10. Thoma SJ Research on the Defining Issues In: Smetana J and Killen M. *Handbook of Moral Development*. 2006; Mahwah, NJ: Lawrence Erlbaum 67-91.

The course focuses on...

- Developing the concept of suffering
- Helping the students to place a patient's subjective concerns into perspective
- Developing the student's ability to "work up" an ethics case
- Core concepts in bioethics
- Developing empathy
- Exploring distributive justice and how it impacts the practice of pharmacy

The development of empathy...

- My worry is that we spend substantial time on therapeutics and drug mechanism resulting in a focus on the pharmaceutical treatment of the disease, but fall short on addressing the needs of the person who has the disease.
- How do we help pharmacy students to become empathic caregivers?
- How do we prevent developing clinically competent pharmacists who are detached from the care of their patients?

Professionalism & Ethics Idaho State University Pocatello, Idaho

Christopher Owens, PharmD, BCPS
Associate Professor & Chair
Department of Pharmacy Practice

Developing empathy at Wingate...

- Two faculty integrated their courses on bioethics and oncology pharmacotherapy.
- 50 minute courses delivered back-to-back, twice weekly for five weeks.
- The film *Wit* was used to humanize course material and create a personal connection.
- Education on hospice and the ethics of pain management were delivered.
- Reflective essay allowed for idea exploration beyond classroom discussion.

Idaho State University

- Carnegie-classified doctoral research institution
- Student Population: 14,520
- Main campus: Pocatello, Idaho (pop. 53,932)
- Other locations:
 - Meridian/Boise
 - Idaho Falls
 - Twin Falls
- College of Pharmacy oldest on campus, est. 1918



Developing empathy at Wingate...

- 30-item Balanced Emotional Empathy Scale used as a pre and post-test.
- 61% of students demonstrated a significant increase in their empathy score ($p < 0.05$; paired student T test).
- Students reflected upon respecting patient dignity, compassion, and respecting autonomy.

College of Pharmacy

- Student population:
 - 60 students/class
- All PharmD since 1986
- Two Departments:
 - BPSCI
 - PPRA
- Faculty:
 - 15 Clinical faculty (Pocatello)
 - 12 Clinical faculty (Boise/Meridian)



Our Mission Statement

The mission of the Idaho State University College of Pharmacy is the preparation of pharmacy practitioners and pharmaceutical sciences scholars of tomorrow. This mission is unique within Idaho and focuses on educating those who improve health care through advancing pharmaceutical care and the discovery of knowledge. Graduates will possess the knowledge and skills to succeed throughout their careers and hold true the values of professionalism, ethics, critical thinking and life-long learning.

Ethics-related Standards

- Preamble:
 - The standards focus on the development of students' professional knowledge, skills, attitudes, and values, as well as sound and reasoned judgment and the highest level of ethical behavior.
- Guideline 1.4 (Mission & Values)
 - Mission statement must contain a commitment to "professionalism and ethical behavior..."
- Guideline 9.1 (Curriculum)
 - Curriculum must foster "a commitment to uphold ethical standards..."
- Guideline 12.1 (Competencies & Outcomes)
 - Professional competencies and outcomes must include demonstrated ability to provide patient care while "taking into account relative ethical issues..."

Ethics in the Curriculum

- About 2 years ago the curriculum was reviewed in anticipation of new standards
- Special attention was given to ethics-related topics and their coverage
- A task force was established to review curricular content and make recommendations



Ethics-related Standards

- Guideline 17.3 (Admissions)
 - Students admitted should possess "desirable qualities" including "ethical behavior"
- Guideline 21.1 (Program Information)
 - Student handbook should contain a statement relating to expectations for ethical conduct and professionalism
- Guideline 30.4 (Financial Resources)
 - Extramural financial support should be "free of restrictions that may interfere with sound educational and ethical policies..."
- Appendix A: Future Vision of Pharmacy Practice 2015
 - Pharmacists will be able to deal with "legal, ethical, social, and cultural" issues in practice.

Accreditation Standards

- The Accreditation Council for Pharmacy Education (ACPE) develops standards and guidelines for the professional program in pharmacy leading to the Doctor of Pharmacy degree
 - Most recent revision effective July 2007



Ethics-related Standards

- Appendix B: Additional Guidance for the Curriculum
 - Ethics-related topics should include:
 - Principles of professional behavior
 - Ethical issues related to development, promotion, sales, prescription, and use of drugs
 - Dealing with ethical dilemmas
 - Conflicts of interest
 - Ethical issues in patient care and clinical research
 - Principles of end-of-life care
 - Ethical issues in teamwork
- Appendix C: Additional Guidance for IPPE/APPEs
 - Preceptors must be role models who "practice ethically and with compassion"

Ethics-related content at ISU (formally-covered)

- **P-1 year**
 - Introduction to Pharmacy Practice course
 - 2 hours of intro to ethics (Pharmacists Code, principles of biomedical ethics)
 - 3-hour recitation period devoted to discussion of ethical dilemmas in pharmacy practice
- **P-2 year**
 - Oncology module
 - 1 hour lecture on palliative care/end-of-life issues
 - 3-hour recitation period for in depth discussion of these issues
- **P-3 year**
 - Endocrine module
 - Part of a 1-hour lecture spent discussing ethical issues in dispensing oral contraceptives and emergency contraception
 - Part of a 3-hour recitation period spent further discussing issues with contraceptives
 - Special topics module
 - 3-hour recitation for revisiting ethical dilemmas
- **P-4 year**
 - APPEs
 - Students expected to demonstrate professionalism and ethical behavior while on rotation

Areas for further discussion: Following today's presentation

- Developmental Psychology & Ethical Theory
 - Students are differentiated in theoretical and developmental ways
 - Instructors and preceptors are likewise differentiated
 - Formally training in ethical theory is lacking for most COP faculty
 - What level of moral reasoning is the goal?
- How shall we apply this perspective to ethics instruction?
- What is the best way to rate, assess, and quantify moral growth and development?

Other areas

- Admissions
 - As part of the on-site interview process, applicants are posed ethical dilemmas to discuss
 - An individual essay on the topic is also required
- Introductory pharmacy practice experiences (IPPEs)
 - As with APPEs, students are expected to behave professionally and preceptors rate students in this regard

Future directions

- In collaboration with the College of Philosophy, ISU COP will be implementing curricular changes over the next 2 years to expand ethics-related education
 - Will increase didactic lecture time on ethical theory as well as case-based discussions throughout the curriculum
 - Appendix B as a guide
 - Intent is to produce practitioners who maintain the highest level of professionalism and who are better equipped to discuss and resolve ethical dilemmas in pharmacy practice

Instructional methods

- Instructors:
 - Christopher Owens, PharmD, BCPS
 - Clinical Faculty, College of Pharmacy
 - Ralph Baergen, PhD
 - Professor, College of Philosophy
 - Chairman, University IRB
- Classroom and recitation techniques
 - Ethical dilemmas and case studies
 - Audience response system to poll anonymously prior to open discussions



Questions?

