



Health Services Ethics Decision-Making Guide

Framework for administrative or non-clinical issues



Winnipeg Regional
Health Authority
Caring for Health

Office régional de la
santé de Winnipeg
À l'écoute de notre santé

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PURPOSE AND INTENT

This version of the Ethical Decision-Making framework is intended to be a resource for people who are faced with a difficult ethical decision. It is not a prescription or a decision-making algorithm. Rather, it is a guide to help individuals and teams have effective conversations to find ethical solutions for difficult problems, and prepare to engage in discussions. It is intended to apply to **values*** conflicts in non-clinical, organizational or administrative settings. While it may not match everyone's decision-making style, it has been developed as a resource to help provide some clarity around most situations of ethical **uncertainty**.

What is Ethics?

Ethics is about ways in which we do, and should, treat each other. This extends from the "bedside to the boardroom" and everywhere in between, and includes individuals as well as groups.

Determining what *should* be done can sometimes be challenging. This is where ethics, a systematic method for deciding what to do, can be of use. For example, while there may not always be one right choice, there will usually be a choice that is better than others. Using ethics-informed processes and analyses can help determine *which* is better, and provide a basis for explaining our decisions to others.

Ethical choices reflect the values of those involved in an ethical situation. They support patient/resident/client-centered care. They help health care providers manage and learn from some of the distress they experience from work they do. Ethical decision-making is an integral part of high-quality care. Tools and resources to support ethically sound decision-making help teams prepare for difficult conversations, and produce better outcomes for all involved.

Ethical situations can be hard to identify. They are different from clinical dilemmas, personality conflicts, and other difficult situations, even though they can cause similar emotions. The situations that benefit from the use of an ethical decision-making tool like this one involve disagreements between the values of the people in the situation. These differences become problems if a choice needs to be made about which values are most important.

It can also be challenging to know who, in the end, gets to make the final decision. In clinical cases, the choice generally belongs to the patient/resident/client or their family. When a decision is organizational, it belongs to a team, a consensus must be built, often in the context of vastly different (and strong) opinions. Other times, the decision has been made that a team finds difficult. A framework can help to clarify the values and concepts, and to resolve some of the associated **moral distress**.

Words in **bold** are defined in the Glossary (Appendix C).

Intended Outcomes

The goals of using an ethical decision-making framework are to:

- ▶ Identify situations that would benefit from consideration of ethical implications
- ▶ Apply a systematic method for making a difficult decision
- ▶ Promote discussion of ethically relevant considerations with all relevant stakeholders
- ▶ Work toward an acceptable solution or decision that best balances all ethical considerations such as obligations, risks and benefits, policy, professional standards, and best interests.

Background

We know that involving a mediator, facilitator or ethics consultant early can help prevent a difficult situation from escalating, but the reality is that many organizations do not have access to these services. This framework was developed to help you think through a difficult situation in a logical way and support your goal of identifying the best solution possible. You can use this framework on your own, with a colleague or a team.

When we face ethical questions in our work, they can cause significant distress and have an impact on all of the people involved. They may be rooted in clinical practice and systems of care, in how the organization functions and makes decisions, or in how agencies and systems outside of the organization interact with the individual seeking or receiving care, and his or her situation.

It is common for people working in health care to encounter difficult situations. We believe that it can be very helpful to have reliable resources and strategies that support good decisions when faced with **uncertainty**. An ethical decision-making framework is the place to start.

A review of the literature reveals a number of studies that demonstrate improvements in the quality of the decision-making process, teamwork, awareness of the ethical dimensions of a situation, and understanding the links between ethics theory and decision-making¹⁻³. In difficult situations, the use of an ethical framework can reduce suffering for everyone involved.

This framework has been developed as a guideline for managers, leaders, governors, and non-clinical decision-makers in Manitoba's health care system, based on the available evidence, and expert opinion, as indicated by the common use of ethical decision-making frameworks in health care. It is an amalgamation of several excellent tools that are in use across Canada⁴⁻⁹, which were developed and tested by academic and clinical ethicists.

Decision-making frameworks help people identify all relevant stakeholders, and to have systematic and thorough discussions so nothing important is missed or forgotten. They can also help address some of the moral distress that goes along with difficult ethical situations, by ensuring a good process is followed and a decision is made that everyone can understand and live with, even when they might not agree 100%.

Many decisions in non-clinical contexts are ethically charged. For non-clinical situations, such as financial decisions, human resources issues, and questions of policy or strategic direction, a framework can help to clarify questions and concepts, and ensure all relevant factors have been covered. In the end, a framework can help everyone feel comfortable that everything was discussed and the best possible decision was made, in that particular circumstance.

The steps in this framework do not necessarily need to be followed in order. Nor will all apply in every situation. The questions and considerations listed under each step are a guide – you may find some don't apply, while other things that are not listed need to be explored in depth. Not all steps or questions will be relevant to your case. Feel free to skip over steps that don't seem to fit with the situation you are working on. As long as you give some thought to each step, you will have covered all the major considerations.

Scope and Limitations of Framework

This guideline should help you find the most ethical solution to an **ethical conflict** occurring in situations that are outside of patient care or clinical areas. It is possible that not everyone involved will agree with the chosen solution, but it is important that **stakeholders** can at least support the plan. Keep in mind that sometimes the most ethical choice is to do nothing.

The framework will not tell you the answer. The answer will only become known through systematic and thorough discussion and consideration. For this reason, try to use this guide collaboratively if at all possible. Talking through the decision with a team may produce a better solution than thinking through it on your own. Although we recommend using the tool in a group setting, often the responsibility for implementing a decision falls to one person. That person must have a good understanding of the rationale for the decision, and be able to acknowledge it is the most ethical choice. Make sure the decision-maker is identified and plays a central role in the discussion.

Values

No matter what option is being discussed, any viable solution to an ethical situation will need to reflect the **values** of all parties involved. This can be challenging when values are incompatible or when differences of opinion exist on how they should be ranked. It is critically important to understand what values influence you, and what needs to be respected or upheld as options are being considered.

Corporate

Know and understand the organization's stated values. Regional health authorities and health service organizations each have a mission, vision, and value statement. Sites, facilities and programs within the larger organization may also have additional values. Some facilities are faith-based, and ethical solutions in those facilities will need to reflect the values of that particular faith. Most health organizations in Manitoba have a Declaration of Patient Values, as determined through extensive consultation with patients, clients, residents and family members. These must be considered in any decision. See Appendix A for the WRHA's Mission, Vision, Values, Strategic Directions, and the Declaration of Patient Values.

Professional

Actions taken by members of a profession must be consistent with the values set out in the profession's code of ethics. See Appendix B for a list of values from the Colleges of a sample of health professions.

Personal

People will always bring their own personal values to a discussion. It is important to identify and consider the perspectives and goals of each person who might be affected by the decision. Some people's perspectives and goals will carry more weight than others. Think about why that might be. Think about how each person's values could be reconciled with others'.

Language Disclaimer

The Winnipeg Health Region is vast and diverse, and it is difficult to find language that encompasses all areas and aspects of care at the same time. For this reason, we will use the terms *person*, *people*, and *individual* throughout the document. These terms are intended to include any actual or potential recipient of care, including patients, clients, residents, and their families. We also intend for it to include anyone providing care or working in any capacity within the system, such as professional and paraprofessional clinical staff, physicians, allied health professionals, support staff, volunteers, those working in non-clinical positions, managers, directors, leaders, and administrators.

Context

We acknowledge that the contexts where decisions are being made vary considerably across the organization. Ethical priorities are likely different for Finance, Human Resources, Facilities Management, Logistics, Leadership, and the Board of Directors. Each program, site, service and area of work will have its own special challenges that may not be shared by other sectors, where choices and solutions are affected by geography, the population of people receiving care, or the people involved, or the nature of the work. This framework is applicable in any of these contexts. Users are encouraged to consider engaging stakeholders across sectors and outside of the organization, where their input will contribute to a thorough process of conflict resolution (e.g. First Nations communities, Manitoba Housing, Fire & Paramedic Services, Family Services, Public Trustee and Guardian, etc.).

A Note on the Version

This Framework is intended for use in non-clinical situations, that is, situations that do not involve direct patient care. For example, it may apply to conflicts around the allocation of financial or human resources, conflicts of interest, policy decisions, or operational and strategic planning. It is similar to the Clinical Practice Guideline for Ethical Decision-Making, with most of the considerations related to direct patient care replaced by concepts and factors more relevant to managers, leaders, Board members, and support staff. It will also be helpful in departments that do not directly provide care, such as Finance, Human Resources, Communications, Logistics, Information Technology, etc.

SECTION I: FRAMEWORK OVERVIEW

ETHICAL DECISION-MAKING PROCESS

I. Clarifying the problem

1. Uncertainty
2. Biases
3. The Question
4. Major Stakeholders

II. Describing the Ethical Considerations

5. Context
6. Ethical Principles
7. Options

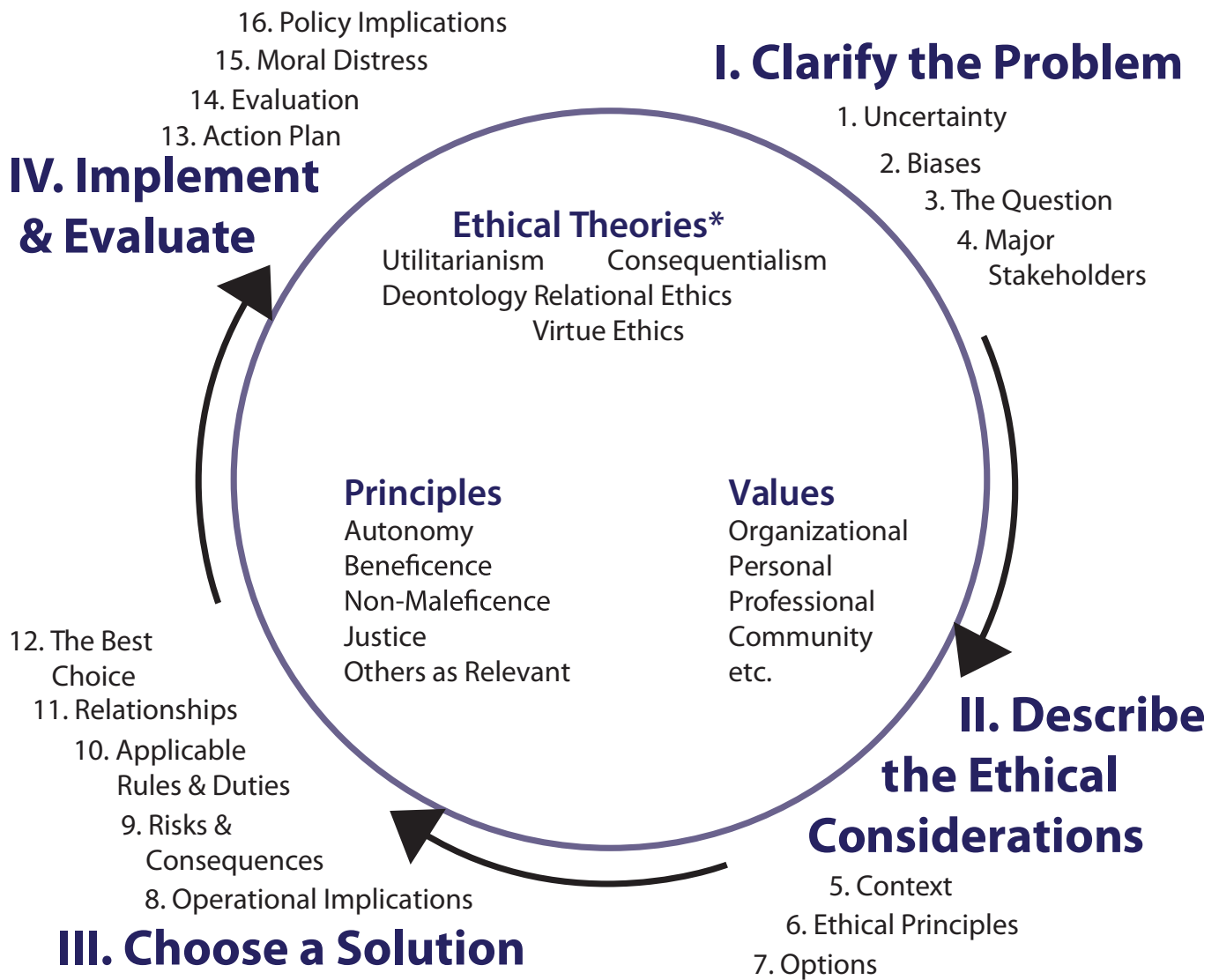
III. Choosing a Solution

8. Operational Implications
9. Risks and Consequences
10. Applicable Rules and Duties
11. Relationships
12. The Best Choice

IV. Implementing and Evaluating

13. Action Plan
14. Evaluation
15. Moral Distress
16. Policy Implications

Health Services Ethics Decision Making



*These terms are defined in the Glossary

SECTION II: ETHICAL DECISION-MAKING PROCESS

I. Clarifying the Problem

1. Identify the Uncertainty

This is the first and most important step in solving your problem. It is easy to get off on the wrong track, or to jump to premature conclusions. Take some time to consider the nature of the problem and how you know it's a problem. Use your ethical sensitivity.

- a) Name the problem clearly.
- b) What are you worried about?
- c) What is making you feel this way?
- d) State the facts.
- e) What is missing?

What is the main problem?

What evidence do we have that this is a problem?

Why is it a problem? What worries you about the situation?

What do you know for sure about it? What are the facts?

How are we sure this is a problem that is worth fixing?

What information is missing?

2. Analyze Your Biases

Identifying and acknowledging the values, assumptions, commitments and biases inherent in the situation is a critical process. Your gut feelings and personal motivations can have a profound effect on your decisions. Consider these objectively to make sure your decision-making process is based on the most important considerations, and results in the best decision, all things considered. Acknowledge them in the discussion, and allow others to acknowledge their own biases. Make it a safe place to call each other out when biases are unfairly colouring the decision-making process.

- a) Take a moment to think about your biases and intuitions.
- b) What are your gut feelings about the situation?
- c) What are the sources of your intuitions (e.g. your moral training, professional norms, personal history, social position, religious beliefs, relationships with the people involved, etc.)?
- d) What assumptions are you making? Have they been confirmed?
- e) What is your role in this situation?
- f) What are your expectations and goals as they pertain to this situation?

What are your biases?

What are your gut feelings? What assumptions are you making?

Where are these feelings/assumptions coming from?

What is your role?

What are your expectations and goals?

3. Clarify the Question

Now that you've considered the dilemma and your own position on it, think about the question a little further. What is the problem that needs to be solved? Ethical dilemmas are often framed using the word "should".

- a) Revisit the facts.
- b) What information is missing?
- c) What are the issue(s) that need to be addressed?
- d) What else is needed to move forward with the decision-making process?
- e) Who is the ultimate decision-maker?
- f) What is the key question?
- g) What are the underlying drivers?
- h) What are the values at stake? Whose values are they? How does each value rank according to the individual at the centre of the situation? See Appendix A for a list of the WRHA's organizational mission, vision and values, and the values stated in the Declaration of Patient Values.
- i) Is this a clinical (care) issue, an organizational issue, or one that involves agencies, systems and/or the community beyond the organization?

Revisit the facts: what you know, what you need to find out.

What are the most important issues?

What do you need in order to move forward?

What is the key question to be answered?

What values are involved? How much weight should they have in the final decision?

4. List the Major Stakeholders

The list of stakeholders or people who could be affected by the decision can be very long. It can also be quite different than the list of people who should be involved in the decision. Understanding the perspectives, values and goals of each stakeholder will improve quality of the ultimate decision.

- a) Who will be affected by the decision?
- b) Who, if anyone, should be a part of the discussion about this issue?
- c) Who is accountable for making the decision(s) (if applicable)? (e.g. manager, director, senior leader, a particular community, society at large, etc.)
- d) If possible, take some time to talk with the major stakeholders with the goal of hearing their stories, gathering information, and understanding their perspectives on the issue. What are the major interests, expectations, central issues and values that play important roles in their stories? What are the stakeholders' goals, hopes and desired outcomes?
- e) Reflect on the similarities and differences between your perspectives and values and the stakeholder perspectives and values. How might these similarities and differences influence your feelings about the question? Has learning about other people's points of view changed how you feel or what you think is the "right" thing to do?
- f) Who should be involved in this decision? (e.g. Human Resources, Quality Improvement, Patient Safety, Risk Management, Legal or Privacy Department, Local Health Involvement Groups or Advisory Councils, Senior Management). This might be different than the list of stakeholders.

Stakeholder	Value	Rank/Weight

Who will ultimately make the final decision?

Who will be affected by the decision?

What information about the perspectives of these stakeholders needs to be considered?

How are the various perspectives (including yours) similar?

How are the perspectives different?

How does this affect the problem being considered?

Who else should be included in the discussion? What is their role?

II. Describing the Ethical Considerations

Ethical considerations may be different for clinical (care-related) and non-patient care (organizational) problems. Organizational issues like resource allocation, policy, conflict of interest or other things not directly involving an individual's care will require a different kind of analysis and discussion, as there are different factors that must be considered in the degree to which a solution is ethical or unethical.

5. Context

Context will be important to consider for any situation. Understanding the constraints and parameters within which decisions are being made will contribute to a well-rounded process.

Guiding Principles: Loyalty and Fairness

- ▶ Is **health equity** a consideration? Will the issue unfairly advantage or disadvantage a group of people?
- ▶ Is there any conflict of interest on the part of the providers or the institution?
- ▶ Are there financial and economic factors?
- ▶ Are there religious or cultural factors?
- ▶ Are there limits on confidentiality?
- ▶ Is there a possibility of media involvement?
- ▶ Are there problems of access or allocation of resources?
- ▶ Are there fiduciary obligations?
- ▶ How does the law affect decisions?
- ▶ Is clinical research or teaching involved?
- ▶ Is there a risk of harm to others?

Context

6. Ethical Principles (see Appendix C for definitions)

Ethical principles are rules or obligations that guide action. Often, an ethical situation involves conflicts between and among principles.

a) What conflicts exist between/among

- i. Respect for Autonomy
- ii. Beneficence
- iii. Non-maleficence
- iv. **Justice**
- v. **Veracity**
- vi. **Fidelity**
- vii. Loyalty
- viii. Equity
- ix. Fairness
- x. **Benevolent Paternalism**
- xi. Other

b) Consider carefully how these principles will be ranked when there are several that seem equally relevant. This will be different in each situation.

List the principles involved	Whose are they?	Rank principles from most important to least important

7. Options

Brainstorming options can help at this stage, but try to reduce your list to the most realistic three or four for detailed discussion and consideration. List the options that are most acceptable to the individual or group that is most responsible for implementing the action plan.

- a) What are the possible approaches to address this issue or change what is happening?
- b) Are compromises possible?
- c) Remember that choosing to do nothing is a valid possibility and should be explored.

Viable Options	Rank from most preferable to least preferable

III. Choosing a Solution

8. Operational Implications

Think about how the decisions might affect the organization's ability to provide high quality, excellent care.

- a) Will it make it easier or harder for people to live the organization's values? To achieve its mission?
- b) Does this issue have the potential to affect the patient experience?
- c) Will it improve quality and integration?
- d) Does it address social determinants of health? Are there opportunities to reduce health disparities among groups?
- e) Does it support or enable involvement or engagement of public stakeholders?
- f) What are the implications for research and education?

Operational Implications
How might it affect the ability to operationalize the organization's values?
How might it affect the patient experience?

9. Risks and Consequences

Think about the possible outcomes of the situation. Sometimes a decision will be made on the basis of what will/might happen as a result, and whether the decision-maker is prepared to live with the consequences.

- a) What are the possible harms? Consider the likelihood and level of risk.
- b) Does this issue need to be dealt with now?
- c) How important is it?
- d) What are the public relations implications?

Risks/Harms/Negative Outcomes	Benefits/Advantages/Positive Outcomes

10. Applicable Rules and Duties

Identify all the rules, guidelines, codes, and obligations that might need to be considered. These can be formal and binding, like laws, policies or professional standards, or informal, like social norms and cultural practices.

- a) What rules, duties, policies, procedures, or guidelines apply to this situation?
- b) How binding are they?
- c) Are there professional codes of ethics that can provide guidance?
- d) Are there legal considerations?

Rules/Duties/Obligations

11. Relationships

The decisions we make all occur within a complex set of relationships and interconnections. Rarely are decisions purely autonomous. The relationships in our lives profoundly influence our decisions. This is especially true in the context of emotionally-charged decisions such as those with ethical implications. What might not seem rational to one person makes perfect sense to the person who is considering the decision's potential effects on the people in their life.

- a) List all the relevant relationships.
- b) How might each option affect the important relationships in the situation?
- c) Can you accept the implications?

Relationships

12. The Best Choice

Think back to the person you identified in Step 4 (c) as the ultimate decision-maker. At this point, a decision needs to be made. It needs to be something that those most responsible for implementing can act on – logistically and morally. It may not be unanimous, but all stakeholders should be able to understand the rationale and be able to live with the decision.

- a) Based on all your deliberations and discussions, decide what is the best option.
- b) Why is your chosen option the best approach?
- c) When you say it out loud, does it sound reasonable?
- d) Are you and others comfortable with it?

Best Choice

Ethical Checklist*

This checklist can help you be sure you have reviewed all major ethical considerations. It is hardly scientific, but may provide some reassurance by way of a quantitative evaluation. Read through the test, and score it on a scale of 1 (not at all) to 5 (completely yes). The higher the total score, the more comfortable you may be with your decision. If your gut is telling you something that your Confidence Score is not, go back and address the questions raised. Even if you do not change your score on a particular test as a result, you will have thought through your choice more thoroughly and will be better able to describe the reasoning.

Ethical Checklist Circle the appropriate answer on the scale: 1 = not at all; 5 = totally yes		1	2	3	4	5
1	Relevant Information Test. Have I/we obtained as much information as possible to make an informed decision & action plan for this situation?					
2	Involvement Test. Have I/we involved all who have a right to have input and/or to be involved in making this decision and action plan?					
3	Consequential Test. Have I/we anticipated and attempted to accommodate for the consequences of this decision and action plan on any who are significantly affected by it?					
4	Fairness Test. If I/we were assigned to take the place of any one of the stakeholders in this situation, would I/we perceive this decision and action plan to be essentially fair, given all of the circumstances?					
5	Enduring Values Test. Does this decision and action plan uphold my/our priority enduring values that are relevant to this situation?					
6	Universality Test. Would I/we want this decision and action plan to become applicable to all similar situations, even to myself/ourselves?					
7	Light-of-Day Test. How would I/we feel and be regarded by others (working associates, family, etc.) if the details of this decision & action plan were disclosed for all to know?					
8	Total Ethical Analysis Confidence Score. Place the total of all numbers here.					

How confident can you be that you've done a good job of ethical analysis?

- ▶ 7-14 - Not very confident
- ▶ 15-21 - Somewhat confident
- ▶ 22-28 - Quite confident
- ▶ 29-35 - Very confident

* From the TEN-STEP METHOD OF DECISION-MAKING & ETHICAL CHECKLIST: Doug Wallace and Jon Pikel, Twin Cities-based consultants in the Fulcrum Group (651-714-9033; email at jonpikel@atti.com). Do not copy without reference to copyright owners. Not to be used for commercial purposes.

IV. Implementing and Evaluating

13. Action Plan

A plan for implementing the preferred choice is the final step.

- a) Describe your plan for action and communication.
- b) How will you achieve consensus if there are those who do not agree?
- c) Who needs to hear the decision(s)?
- d) Who will communicate them?
- e) What is the best way to do this?

Implementation Plan	Who is responsible?
Communication Plan	

14. Evaluation

This stage is often neglected. Once the decision is made, communicated and implemented, it is important to review it so you can hopefully sleep more easily, knowing you made the best possible choice. Usually, ethical situations will differ in subtle and not-so-subtle ways, so this decision might not strictly apply to another one, but there will always be elements you can take and learn from.

- a) How do you feel at the end of the process?
- b) How do others who were involved feel?
- c) Are you comfortable with the outcome?
- d) Are you confident that others are also comfortable with the outcome?
- e) What have I/we learned?
- f) Did the process and outcome achieve the desired results?
- g) Were there any unforeseen consequences?
- h) What might be done differently in similar circumstances in the future?

15. Moral Distress

- a) Is there any moral distress or residue from the situation that needs to be considered or acted upon?
- b) Make a plan and follow up.

16. Policy Implications

Policy can be an important tool to mitigate future conflict. For example, resource allocation decisions are very difficult when they affect an individual or single unit or program. When such decisions are made ad hoc, they raise questions of favoritism, squeaky wheels, or conflicts of interest. However, if there is policy guidance available, it removes some of the subjectivity from the decision, and ensures a solution is chosen on other merits.

- a) Were any broader policy issues raised during this discussion that warrant further investigation or follow-up?
- b) What will you do to escalate the issue?

Conclusion

The tool was developed by the Manitoba Provincial Health Ethics Network and WRHA Ethics Services by adapting and combining a number of frameworks in use across Canada.

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SECTION III: REFERENCES

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SECTION IV: APPENDICES

Appendix A

WRHA Strategic Plan

Mission: To coordinate and deliver quality, caring services that promote health and well-being.

Vision: Health people. Vibrant communities.

Equitable care for all.

Values

- ▶ **Dignity** - as a reflection of the self-worth of every person
- ▶ **Care** - as an unwavering expectation of every person
- ▶ **Respect** - as a measure of the importance of every person
- ▶ **Equity** - promote conditions in which every person can achieve their full health potential (or best health possible)
- ▶ **Accountability** - as being held responsible for the decisions we make

Strategic Directions

- ▶ **Enhance Patient Experience** - Enhance the experience of those we serve by striving to provide outstanding, compassionate, dignified care in everything we do.

- ▶ **Improve Quality and Integration** - Continuous efforts to improve the services we provide, with specific emphasis on population health, access, patient safety, client-centeredness, continuity, effectiveness, efficiency, and addressing health inequities.

- ▶ **Involve the Public** - Work with the community, patients and families to improve health and well-being by forging partnerships and collaborating with those we serve. We will listen to those we serve and engage them in our improvement efforts.

- ▶ **Advance Research and Education** - Partner with research and academic stakeholders to provide innovative, evidence-informed, sustainable programs and services. We will further evolve the academic health sciences network where clinical and population health education and research activities are aligned and integrated.

- ▶ **Build Sustainability** - Balance the provision of health-care services across the continuum of healthcare services within available resources (fiscal, human, infrastructure) to ensure a sustainable healthcare system. Deliver the right health services in the right place and at the right time.

▶ **Engage Service Providers** - Create a work environment that is engaging to service providers, enhancing their contribution to achieving priorities on a cost-effective basis, and striving to meet the needs of those we serve.

Declaration of Patient Values

The Declaration of Patient Values was developed through consultation with WRHA public and patient engagement volunteers. It is intended to reflect the values of those receiving services within the Winnipeg Health Region and the involvement of caregivers, family members, and others who support patients.

When I or people I care about need health care...I value:

▶ **Dignity and Respect** • Being seen as an individual with unique life experiences and needs • Being treated with respect and compassion, without judgment of my condition, culture, or my life • Having my privacy respected as much as is possible throughout my care

▶ **Care and Compassion** • Healthcare providers who are caring and compassionate when they work with patients, families, and others who support them • Healthcare providers who want to get to know me and ask me questions about my culture, background, family, etc. so that they can provide the best care possible

▶ **Feeling safe** • Being able to communicate what I need to, to the right people and understanding what is happening to me • Getting help from interpreters or others who can help me communicate if I need it • Trusting that the healthcare team will treat me with the respect and dignity if I am unable to participate in my care due to the nature of my illness

▶ **Open and transparent communication** • Feeling truly listened to • Getting my healthcare provider's full attention • Knowing what is going on and be able to say yes or not to it • Getting information about my health situation and all of the options for treatment shared in a way that I can fully understand • Taking part in making informed decisions about my care

▶ **Being an equal partner in my care** • Being considered a partner in my care, not just a patient receiving care • Having those people who are supporting me included in my healthcare team • Being informed and invited to take part in the decisions that affect me • Flexibility of healthcare providers in responding to my changing needs over the course of my health issue • Being enabled to achieve my health goals so that I can live as full a life as I am able to

▶ **Getting support in my health care journey** • Getting support to make sure that my experience moving through the health care system is well-coordinated and that the connected between services, health care sites, specialists, etc. will be smooth and timely • Knowing what to expect - how long I might need to wait for care, other resources to connect to, and options that I might have

As an active partner in my care, I will:

Be open and share information about my health including my symptoms, challenges, concerns, expectations, and goals • Ask questions if I don't understand • Set a positive tone and be respectful of all members of my health care team • Try my best to follow my care plan and inform health providers if I'm having difficulty doing so and work with my healthcare team to resolve issues • Use health care resources appropriately

Appendix B

Professional Association	Stated Values	Reference
College of Physicians and Surgeons	<ul style="list-style-type: none"> • Client Focus • Respect • Non-discrimination • Communication • Confidentiality • Trustworthiness 	College of Physicians and Surgeons of Manitoba Code of Conduct (http://cpsm.mb.ca/cjj39alckF30a/wp-content/uploads/Code-of-Conduct-2010.pdf)
Canadian Nurses Association	<ul style="list-style-type: none"> • Providing safe, compassionate, ethical and competent care • Promoting health and well-being • Promoting and respecting informed decision making • Preserving dignity • Maintaining privacy and confidentiality • Promoting justice • Being accountable 	Canadian Nurses Association Code of Ethics for Registered Nurses (https://cna-aiic.ca/~media/cna/files/en/codeofethics.pdf)
Canadian Association of Social Workers	<ul style="list-style-type: none"> • Respect for Dignity and Worth • Pursuit of Social Justice • Service to Humanity • Integrity • Confidentiality • Competence 	Canadian Association of Social Workers (http://www.casw-acts.ca/sites/default/files/attachments/CASW_Code%20of%20Ethics.pdf)
College of Pharmacists of Manitoba	<ul style="list-style-type: none"> • Integrity • Respect • Excellence • Accountability • Collaboration • Lifelong learning 	College of Pharmacists of Manitoba Mission/Vision/Values (https://mpha.in1touch.org/site/mission?nav=about)
College of Physiotherapists of Manitoba	<ul style="list-style-type: none"> • Service • Integrity • Confidentiality • Competence • Fitness to practice • Collegiality 	College of Physiotherapists of Manitoba Code of Ethics (http://www.manitobaphysio.com/wp-content/uploads/CodeofEthics.pdf)
Manitoba Dental Association	<ul style="list-style-type: none"> • Patient autonomy & informed consent • Non-maleficence • Beneficence • Competence • Veracity 	Manitoba Dental Association Code of Ethics (https://www.manitobadentist.ca/PDF/feb2014/Bylaw%20for%20Code%20of%20Ethics.pdf)

Appendix C

Glossary of Terms¹¹⁻¹³

Autonomy (Respect for): the moral principle that actions are ethically right if they comply with a person's self-determined choice.

Beneficence: the principle that actions are ethically right if they produce positive (good) outcomes.

Benevolent paternalism: intervention intended for the benefit of the patient/client/resident, usually without their express consent (and sometimes against their express objections), to prevent harm to the individual and others. Often the provider will justify the intervention on the basis that the condition being treated is impairing the person's insight into the benefits of the treatment, and with treatment, the person's true preferences will eventually be possible to determine and support.

Bias: a frame-of-mind, perspective, point of view, or inclination. This can be affected by a person's beliefs, values, educational or social background, assumptions, demographic characteristics, and life experiences. Bias is important to recognize and acknowledge because it affects one's opinions and views on what is right and wrong and is highly influential in decision-making.

Consequentialism: an ethical theory emphasizing the moral relevance of actual or likely consequences. By this theory, a decision with positive outcomes is ethically justified, while one that has negative outcomes is not ethically justified. The net benefits are considered when deciding whether something is right or wrong. Even if there are some negative consequences, the decision was "right" if there were more positive than negative effects.

Decision-maker: the person most responsible for making decisions in a situation of ethical uncertainty. In most health care situations, the patient/client/resident (or their authorized substitute decision-maker) is the decision-maker. Occasionally, there will be situations that do not directly affect or involve a patient/client/resident, in which case the decision-maker is the one who is most responsible for carrying out a decision.

Deontology: an ethical theory emphasizing the role of rules, duties and obligations in determining whether something is ethical or unethical. For deontologists, rationally derived rules (such as laws, policies and codes of ethics) apply universally, irrespective of the possible outcomes of the decision. The right option is the one that is consistent with the rules.

Dilemma: a problem that arises when there is a choice to be made, with no obvious reason to prefer one option over the other; a choice between two or more conflicting options, or a choice between two options that cannot both be carried out.

Ethical conflict: tension that arises when there is a choice to be made, especially when two (or more) values must be weighed and ranked, and a decision made on which is most important in the situation.

Ethics: the study of morality and moral life; a system for deciding what is right and what is wrong. A systematic way of evaluating values and actions.

Fidelity: the ethical principle that action is ethically right if it involves keeping promises or commitments.

Health equity: the idea that all people can reach their full health potential and should not be disadvantaged from attaining it because of their social and economic status, social class, racism, ethnicity, religion, age, disability, gender, gender identity, sexual orientation or other socially determined circumstance.

Justice: the principle that action is ethically right if it treats people in similar situations equally.

Moral distress: the negative feelings that occur when one knows the right thing to do, but is prevented from doing it through some barrier or constraint. This leads to the sense that one has compromised their integrity, and can cause significant personal emotional reactions.

Moral residue: the negative feelings that arise from involvement in morally distressing situations, that can last for many years, and may manifest via physical, emotional and professional symptoms, including illness, anxiety, depression, and job turnover.

Non-maleficence: the principle that actions are ethically right if they avoid producing bad consequences.

Principles: rules or norms that guide behaviour; often a starting point for considering ethical problems and may lead to more specific rules of conduct in some contexts.

Relational ethics: an ethical theory that situates ethical action in the context of the involved relationships. The emphasis is on how the context of a situation, including interpersonal commitments and connections affects ethical decisions. This is especially important in care situations, as most health care decisions will be made in consideration of how they will affect the individual and those close to them, as well as the effects of and on the unique context within which the decision is being made.

Stakeholder: the people and groups who will be affected by a decision; those who have a legitimate voice in the discussion. Different from decision-maker.

Uncertainty: indecision, lack of clarity, when one is unsure of what the ethical problem actually is, and/or which values or principles apply in a situation. This often arises as a sense of something not being quite right, and there may not be anything concrete to suggest what it might be.

Utilitarianism: an ethical theory emphasizing the consideration of the net good, measured by happiness, that is produced by a decision. A consequentialist theory, this view states that the decision that produces the most happiness is the most ethically justified.

Values: a person's individual perspective, opinions, beliefs, and views about what is important. Values guide actions by suggesting what is most important when decisions are made. Values are highly individual, and ethical conflicts often arise when values must be ranked in importance in order to decide the right thing to do.

Veracity: the ethical principle that actions are right if they involve truthful communication and avoid dishonesty.

Virtue ethics: this ethical theory focuses on moral character, and considerations of what a virtuous person might do in a given situation. This theory is often contrasted with rule- or consequence-based justifications.



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