

# MODULE 2 Formulating the Ethics Question


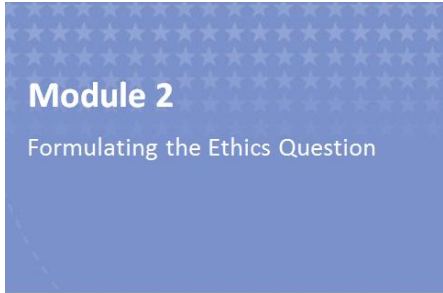
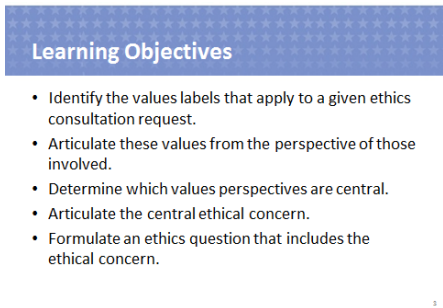
<b>OBJECTIVES</b>	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the values labels that apply to a given ethics consultation request.</li> <li><input type="checkbox"/> Articulate these values from the perspective of those involved.</li> <li><input type="checkbox"/> Determine which values perspectives are central.</li> <li><input type="checkbox"/> Articulate the central ethical concern.</li> <li><input type="checkbox"/> Formulate an ethics question that includes the ethical concern.</li> </ul>	
<b>RESOURCES</b>	<p>For the session:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Slide presentation, laptop, and projector</li> <li><input type="checkbox"/> Optional: Flip chart (and markers) or whiteboard (and whiteboard supplies)</li> <li><input type="checkbox"/> Participant Handouts</li> <li><input type="checkbox"/> CASES pocket cards</li> </ul>	
<b>PREPARATION</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gather training resources and read through the session plan.</li> <li><input type="checkbox"/> Ensure that the laptop and projector are functioning properly.</li> </ul>	
<b>OUTLINE</b>	<p>SECTIONS</p> <ol style="list-style-type: none"> <li>1 Introduction</li> <li>2 Defining the “Building Blocks” of the Ethics Question</li> <li>3 Using Building Blocks to Formulate an Ethics Question</li> <li>4 Takeaways</li> </ol>	<p>DURATION (MINUTES)</p> <p style="text-align: right;">2</p> <p style="text-align: right;">48</p> <p style="text-align: right;">65</p> <p style="text-align: right;">5</p>
<b>Total session time</b>		<b>2 hours</b>



**U.S. Department of Veterans Affairs**

Veterans Health Administration  
National Center for Ethics in Health Care

# 1. Introduction (2 minutes)

<p><b>Slide 1</b></p> 	<p><b>NOTE:</b> Have this slide up before the session begins.</p> <p><b>CLICK</b> when you are ready to begin.</p>
<p><b>Slide 2</b></p> 	<p><b>SAY:</b></p> <p>In this session, you will learn to formulate the ethics question in a clear way that allows all participants to focus on the central ethical concern and work toward an effective solution. The whole consultation can become side-tracked or derailed if you do not carefully undertake this critical step.</p> <p>At first this step may seem simple but, in fact, developing a clear ethics question can be the single most difficult part of an ethics consultation, and people frequently get it wrong. Consequently, it takes skill that needs to be developed. For that reason, in this module we break down the process of formulating the ethics question into 5 steps, which are outlined on the next slide.</p> <p><b>CLICK.</b></p>
<p><b>Slide 3</b></p>  <ul style="list-style-type: none"> <li>• Identify the values labels that apply to a given ethics consultation request.</li> <li>• Articulate these values from the perspective of those involved.</li> <li>• Determine which values perspectives are central.</li> <li>• Articulate the central ethical concern.</li> <li>• Formulate an ethics question that includes the ethical concern.</li> </ul>	<p><b>SAY:</b></p> <p>At the end of this module you should be able to complete each of the 5 steps required to formulate the ethics question.</p> <p><b>CLICK.</b></p>

**Slide 4**

CASES Link

**C** **CLARIFY the Consultation Request**

- Characterize the type of consultation request
- Obtain preliminary information from the requester
- Establish realistic expectations about the consultation process
- Formulate the ethics question**

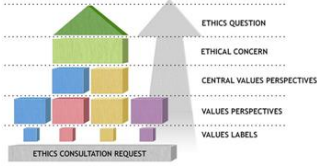
**SAY:**

Please take out your CASES pocket card. It outlines the major steps and substeps of CASES, which is the IntegratedEthics model for performing ethics consultation.

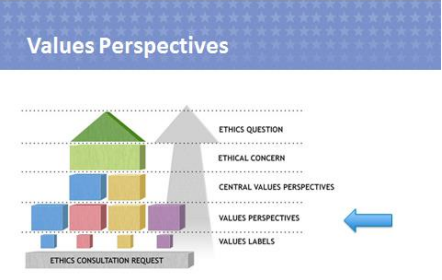
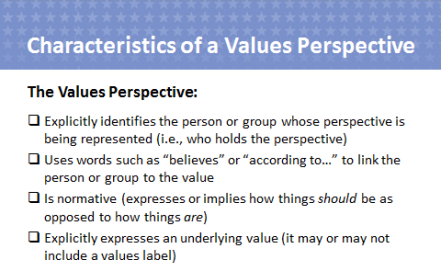
This module falls under Step 1 of the CASES approach, “CLARIFY the Consultation Request.” It walks through all the processes required to fulfill the last substep, “Formulate the ethics question.”

**CLICK.**

## 2. Defining the “Building Blocks” of the Ethics Question (48 minutes)

<p><b>Slide 5</b></p>  <p>The diagram illustrates the 'Building Blocks' of an ethics question. It is structured like a house with five distinct levels. From bottom to top, the levels are: 1. ETHICS CONSULTATION REQUEST (the foundation), 2. VALUES LABELS (the base of the walls), 3. VALUES PERSPECTIVES (the middle section of the walls), 4. CENTRAL VALUES PERSPECTIVES (the upper section of the walls), and 5. ETHICAL CONCERN (the roofline). The top of the house is labeled ETHICS QUESTION.</p>	<p><b>NOTE:</b> Using a flip chart or whiteboard throughout this module is optional, and is generally recommended only when there are 2 presenters and it can be clearly seen by all participants.</p> <p><b>SAY:</b> In this module, we describe the building blocks that go into the formulation of the ethics question. This process begins, of course, when the ethics consultation service receives an ethics consultation request. We are going to review each of these 5 building blocks in turn. This process may seem cumbersome at first, but when you understand the importance of clarifying the various elements and how they lead to a specific question, you will appreciate how this systematic, step-wise process focuses your consultation.</p> <p><b>CLICK.</b></p>
<p><b>Slide 6</b></p> <p><b>What Are Values?</b></p> <p>Values are strongly held beliefs, ideals, principles, or standards that inform ethical decisions or actions.</p> <p>Examples of values:</p> <ul style="list-style-type: none"> <li>• Truth-telling</li> <li>• Equality</li> <li>• Efficiency</li> <li>• Stewardship</li> <li>• Compassion</li> </ul>	<p><b>SAY:</b> What do we mean by “values”? Values are strongly held beliefs, ideals, principles, or standards that inform ethical decisions or actions. As the name implies, values describe what is valued from an ethical perspective. As Martha Stewart would say, “It’s a good thing.”</p> <p>Please turn to <b>Handout 2.1: Examples of Values Labels and Values Descriptions</b>, which is a list of values, or “values labels” accompanied by brief definitions. For example, “Acceptance,” at the top of the list, is the values label. “Favorable reception or belief in something” is the definition. Values labels can be useful as shorthand because they provide a 1- or 2-word identifier for the concept but are insufficient to describe the ethics concern.</p> <p>Take a minute to look over the list. You may see values labels that you recognize from your consultation work, and you may find that some values labels are missing. This list can be helpful, but it is not complete.</p> <p>In an actual ethics consultation, the values are not always made explicit, especially in the requester’s initial contact with the consultant. Requesters often describe their ethical concerns in vague terms, for example, by saying that something is “not right” or they are “not sure what should be done.” Your job as the ethics consultant is to talk with the requester further to determine which values are uncertain or</p>

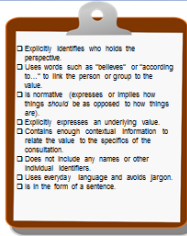
	<p>in conflict and, therefore, are giving rise to the ethical concern.</p> <p><b>CLICK.</b></p>
<p><b>Slide 7</b></p> <div data-bbox="191 436 626 506" style="background-color: #4a7ebb; color: white; padding: 5px;"> <p>Consultation Example</p> </div> <p>The chief medical resident requests an ethics consultation. She has just begun a 6-month rotation at the hospital and is upset because her attending has chastised her for allowing her resident physicians to practice procedures (central line insertions and intubation) on newly deceased patients without obtaining consent from the next of kin. The chief resident defends this practice because she sees it as an invaluable learning opportunity for the medical residents, and she is responsible for their education. Practicing procedures on newly deceased patients without consent is allowed at other affiliated hospitals where she has trained. She says it should be allowed in this hospital as well because it "is best for the most people."</p>	<p><b>SAY:</b></p> <p>We're now going to work through each of the building blocks we use to formulate an ethics question using a consultation example.</p> <p><b>READ</b> the consultation example on the slide.</p> <p><b>SAY:</b></p> <p>Note that we only have limited information about this case. If you were actually consulting on this case, you would gather more information before doing the work presented in this module. For teaching purposes, however, we will use the information we have been given to practice formulating the ethics question, which is the focus of this module.</p> <p>Let's start by identifying some values labels. <b>Handout 2.1</b> contains some examples that might apply to this case.</p> <div data-bbox="651 982 1433 1081" style="background-color: #d3d3d3; padding: 5px;"> <p><b>NOTE:</b> Draw a table with 3 columns on a flip chart or whiteboard. The headings for the columns are: "Values Label," "Values Perspective," and "Central?"</p> </div> <p><b>ASK:</b></p> <p>What values are presented in this request?</p> <div data-bbox="651 1220 1433 1354" style="background-color: #d3d3d3; padding: 5px;"> <p><b>NOTE:</b> Accept the values labels that are offered but don't allow the participants to elaborate on what they mean by the label. The elaboration is done later with the development of the values perspective.</p> </div> <p>As participants offer values, write the values in the first column under the heading "Values Label" on the flip chart or whiteboard.</p> <p><b>ELICIT ANSWER(S):</b> Answers may include:</p> <ul style="list-style-type: none"> <li>• Autonomy</li> <li>• Community</li> <li>• Consistency</li> <li>• Duty/Responsibility</li> <li>• Respect</li> <li>• Transparency</li> </ul>

	<p><b>SAY:</b> As you can see, there are many values present in this request for ethics consultation.</p> <p><b>CLICK.</b></p>
<p><b>Slide 8</b></p> 	<p><b>SAY:</b> The next step is to develop more fully articulated “values perspectives” from this list of values labels.</p> <p>What is a “values perspective”? Generally speaking, it is a common-sense expression of how a value applies to the consultation at hand from the perspective of one or more participants in the case.</p> <p><b>CLICK.</b></p>
<p><b>Slide 9</b></p>  <p><b>The Values Perspective:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explicitly identifies the person or group whose perspective is being represented (i.e., who holds the perspective)</li> <li><input type="checkbox"/> Uses words such as “believes” or “according to...” to link the person or group to the value</li> <li><input type="checkbox"/> Is normative (expresses or implies how things <i>should</i> be as opposed to how things <i>are</i>)</li> <li><input type="checkbox"/> Explicitly expresses an underlying value (it may or may not include a values label)</li> </ul>	<p><b>SAY:</b> Let’s look at the characteristics of a values perspective. I am going to describe each characteristic on the list and give an example of how that characteristic would be expressed as part of a values perspective.</p> <p>First of all, the values perspective should explicitly identify who holds the perspective, that is, the person or group whose perspective is being represented. For example, this could be “the patient,” “the health care team,” “the medical student,” or “the patient’s sister.”</p> <p>It should use words such as “feels,” “believes,” “according to,” or “in the words of...” to indicate the person’s or group’s connection to the value.</p> <p>The values perspective should be “normative” as opposed to “descriptive” in nature. A values perspective is normative if it says or clearly implies something about how things <i>ought to be</i>. This is often signalled by words such as ought, should, ethical or unethical, moral or immoral, right or wrong, good or bad, proper or improper, decent or indecent, and so on. Sometimes, however, a statement does not include words that signal that it is normative but nonetheless clearly implies that things ought to be a certain way and therefore, the statement may be considered normative.</p> <p>A statement that is not normative is descriptive, which means it describes how things <i>are</i> but says nothing about how they <i>ought to be</i>. For example, a descriptive statement would be, “Discontinuing the ventilator will result in the</p>

	<p>patient’s death because the patient cannot breathe on his own,” whereas a similar normative statement would be, “Discontinuing the ventilator would be wrong because it will result in the patient’s death, which is against the patient’s wishes.”</p> <p>Most importantly, the values perspective should explicitly express the underlying value, although it may or may not contain a specific values <i>label</i>. That is, it might convey the relevant value using different words—for example, instead of using the word, “nonmaleficence,” it might say, “to avoid causing harm.”</p> <p><b>CLICK.</b></p>
<p><b>Slide 10</b></p> <div style="background-color: #4a7ebb; color: white; padding: 5px; text-align: center;"> <p>Characteristics of a Values Perspective</p> </div> <p><b>The Values Perspective (cont’d):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Contains enough contextual information to relate the value to the specifics of the consultation</li> <li><input type="checkbox"/> Does not include any names or other individual identifiers</li> <li><input type="checkbox"/> Uses everyday language and avoids jargon</li> <li><input type="checkbox"/> Is in the form of a sentence</li> </ul>	<p><b>SAY:</b></p> <p>Continuing on with our list, the values perspective should contain enough contextual information to clearly relate the value to the consultation at hand. For example, in the case described above, the values label, “nonmaleficence” (which means “do no harm”), could relate to the consultation in multiple ways. The attending might believe that practicing procedures on newly deceased patients without consent is harmful to patients because it insults their dignity, while the chief resident might feel that practicing on newly deceased patients would protect future living patients from harm. A good values perspective should clarify not only <i>who</i> holds the perspective but <i>how</i> the value applies in the context of the consultation.</p> <p>The values perspective should <i>not</i> include names or other specific identifiers. For example, it should say “the patient” rather than “Mr. Black.” The ethics question helps to focus the consultation, but it also may be used in other contexts (for example, summary lists of consults performed), making it especially important to de-identify the data.</p> <p>However, it is important to remember that the values perspective should <i>not</i> contain ethics jargon such as “nonmaleficence” or “autonomy,” which may not be understood in the same way by everyone involved in the case. Instead, the values perspective should use everyday language.</p> <p>And finally, the values perspective should be in the form of a sentence. With these characteristics in mind, let’s critique the following values perspectives.</p> <p><b>CLICK.</b></p>
<p><b>Slide 11</b></p>	<p><b>SAY:</b></p>

**What's Wrong with this Values Perspective?**

"The patient thinks that life-sustaining treatment should be continued indefinitely."



To illustrate these characteristics, let's look at some examples of values perspectives. Turn to **Handout 2.2: Characteristics of a Values Perspective: Checklist** and follow along as we identify whether each characteristic on the checklist is present or absent in the values perspective example.

**READ** the example on the slide.

**ASK:**

What do you think of this values perspective?

Does it explicitly identify the person or group who holds the perspective?

**ELICIT ANSWER(S):** Yes, the patient.

**ASK:**

Does it use a verb such as "believes" or "according to..." to link the person or group to the value?

**ELICIT ANSWER(S):** Yes, the patient *thinks*.

**ASK:**

Is it normative?

**ELICIT ANSWER(S):** Yes. Part of this sentence is normative as indicated by the word "should."

**ASK:**

Does it explicitly express an underlying value?

**ELICIT ANSWER(S):** No. It's not clear what value is being expressed.

**ASK:**

Does it contain enough contextual information to relate the value to the specifics of the consultation?

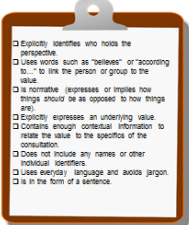
**ELICIT ANSWER(S):** No. It does tell us that the consultation is about whether or not to continue life-sustaining treatment, but it does not relate the value to the consultation since there's no value expressed.

**ASK:**

Does it use everyday language and avoid jargon?

**ELICIT ANSWER(S):** Yes.



	<p><b>ASK:</b> Does it exclude any personal identifiers?</p> <p><b>ELICIT ANSWER(S):</b> Yes.</p> <p><b>ASK:</b> Is it in the form of a sentence?</p> <p><b>ELICIT ANSWER(S):</b> Yes.</p> <p><b>ASK:</b> So what do we need to do to correct this values perspective?</p> <p><b>ELICIT ANSWER(S):</b> Explicitly identify the underlying value that justifies the normative aspect of the statement.</p> <p><b>ASK:</b> How might this statement be rephrased to include an underlying value and relate it to the circumstances?</p> <p><b>ELICIT ANSWER(S):</b> Answers should explicitly express an underlying value that justifies the normative aspect such as, “The patient thinks that life-sustaining treatment should be continued indefinitely because he believes in the sanctity of human life.”</p> <p><b>CLICK.</b></p>
<p><b>Slide 12</b></p> <p><b>What’s Wrong with these Values Perspectives?</b></p> <p>“Life-sustaining treatment should be discontinued because the patient is not expected to survive to leave the hospital.”</p> <p>“Dr. Smith feels obligated to treat the infection due to beneficence.”</p> <p>“Telling the truth to her patients and coworkers.”</p> 	<p><b>NOTE:</b> Repeat the same question-and-answer sequence for the remaining 3 examples.</p> <p><b>SAY:</b> Let’s look at 3 more examples. Continue to refer to <b>Handout 2.2.</b></p> <p><b>READ</b> the first statement on the slide.</p> <p><b>ASK:</b> What do you think of this values perspective?</p> <p><b>ELICIT ANSWER(S):</b> Proceed through the checklist. Answers should include the following:</p> <ul style="list-style-type: none"> <li>• <b>Explicitly identifies the person or group holding the perspective:</b> No</li> <li>• <b>Uses words that link the person or group to the value:</b> No</li> </ul>

- **Is normative:** Yes
- **Explicitly expresses an underlying value:** No
- **Relates the value to the context of the consult:** No
- **Excludes personal identifiers:** Yes
- **Avoids jargon:** Yes
- **Is in the form of a sentence:** Yes

A complete, correct answer would be something like, “The health care team thinks life-sustaining treatment should be discontinued because the patient is not expected to survive to leave the hospital; therefore, they consider further life-sustaining treatment to be futile.”

**READ** the second statement on the slide.

**ASK:**

What do you think of this values perspective?

**ELICIT ANSWER(S):** Proceed through the checklist. Answers should include the following:

- **Explicitly identifies the person holding the perspective:** Yes
- **Uses words that link the person or group to the value:** Yes **Is normative:** Yes—note that the word “obligated” implies something that should be done. Normative concepts can be expressed in a variety of ways that suggest right/wrong, proper/improper, etc.
- **Explicitly expresses an underlying value:** Yes
- **Relates the value to the context of the consult:** Yes
- **Excludes personal identifiers:** No. The statement contains “Dr. Smith.”
- **Avoids jargon:** No, “beneficence” is not an everyday word.
- **Is in the form of a sentence:** Yes

A complete, correct answer would be: “The attending physician feels obligated to treat the infection because it is in the best interest of the patient.”



**READ** the third statement on the slide.

**ASK:**

What do you think of this values perspective?


**ELICIT ANSWER(S):** Proceed through the checklist. Answers should include the following:

	<ul style="list-style-type: none"> <li>• <b>Explicitly identifies the person holding the perspective:</b> No</li> <li>• <b>Uses words that link the person or group to the value:</b> No</li> <li>• <b>Is normative:</b> No</li> <li>• <b>Explicitly expresses an underlying value:</b> Yes—telling the truth</li> <li>• <b>Relates the value to the context of the consult:</b> No</li> <li>• <b>Excludes personal identifiers:</b> Yes</li> <li>• <b>Avoids jargon:</b> Yes</li> <li>• <b>Is in the form of a sentence:</b> No</li> </ul> <p>A complete, correct answer would be: “The attending believes she has a duty to tell her patients and co-workers the truth about her personal medical condition.”</p> <p><b>CLICK.</b></p>												
<p><b>Slide 13</b></p> <p><b>Examples of Values Labels and Values Perspectives</b></p> <table border="1"> <thead> <tr> <th>Values Label</th> <th>Values Perspective</th> </tr> </thead> <tbody> <tr> <td>Autonomy</td> <td>The attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right.</td> </tr> <tr> <td>Community</td> <td>The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.</td> </tr> <tr> <td>Consistency</td> <td></td> </tr> <tr> <td>Consistency</td> <td></td> </tr> <tr> <td>Duty</td> <td></td> </tr> </tbody> </table>	Values Label	Values Perspective	Autonomy	The attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right.	Community	The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.	Consistency		Consistency		Duty		<p><b>SAY:</b></p> <p>Now that we understand the characteristics of values perspectives, let’s practice generating them from values labels. On this table, the first column marked values label relates to the first level of the building blocks. Next is the values perspective column that corresponds with the second level of the building blocks. We have filled in a couple of rows using the example of performing procedures on the newly dead.</p> <p>Autonomy might be expressed in the sentence, “The attending thinks that the family should determine what procedures are performed on their deceased relative’s body because it is their right.”</p> <p><b>NOTE:</b> Use the flip chart or whiteboard to record participant responses as well as the answers below.</p> <p><b>SAY:</b></p> <p>Let’s look at the next example. A values perspective based on community might be, “The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.”</p> <p><b>CLICK.</b></p>
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<p><b>Slide 14</b></p>	<p><b>NOTE:</b> This slide is animated.</p> <p><b>SAY:</b></p>												

<p><b>Examples of Values Labels and Values Perspectives</b></p> <table border="1"> <thead> <tr> <th>Values Label</th> <th>Values Perspective</th> </tr> </thead> <tbody> <tr> <td>Autonomy</td> <td>The attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right.</td> </tr> <tr> <td>Community</td> <td>The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.</td> </tr> <tr> <td>Consistency</td> <td>The attending argues that in order to be consistent, residents should ask for consent to practice on deceased patients just as they do for living patients.</td> </tr> <tr> <td>Consistency</td> <td>The chief resident argues that in order to be consistent, our hospital should do what the other hospital does.</td> </tr> <tr> <td>Duty</td> <td></td> </tr> </tbody> </table>	Values Label	Values Perspective	Autonomy	The attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right.	Community	The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.	Consistency	The attending argues that in order to be consistent, residents should ask for consent to practice on deceased patients just as they do for living patients.	Consistency	The chief resident argues that in order to be consistent, our hospital should do what the other hospital does.	Duty		<p>Now let's try generating values perspectives as a group. Here are a couple more values labels from the case. Remember that the same values label can mean different things—that's why we need the values perspective to clarify the context.</p> <p><b>ASK:</b></p> <p>What is an example of a values perspective for "consistency" from the attending?</p> <p><b>ELICIT ANSWER(S)</b> and lead participants to form a correct sentence about a values perspective. Then:</p> <p> <b>CLICK</b> to fly in "The attending argues that in order to be consistent, residents should ask for consent to practice on deceased patients just as they do for living patients."</p> <p><b>ASK:</b></p> <p>Now, can anyone think of a different way to understand consistency from the perspective of the chief resident in the context of this consult?</p> <p><b>ELICIT ANSWER(S)</b> and lead participants to form a correct sentence about a values perspective. Then:</p> <p> <b>CLICK</b> to fly in "The chief resident argues that in order to be consistent, our hospital should do what the other hospital does."</p> <p><b>SAY:</b></p> <p>We want to emphasize that this is not the only right answer. It just happens to be the one that the development team came up with.</p> <p><b>CLICK.</b></p>
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<p><b>Slide 15</b></p> <p><b>Examples of Values Labels and Values Perspectives</b></p> <table border="1"> <thead> <tr> <th>Values Label</th> <th>Values Perspective</th> </tr> </thead> <tbody> <tr> <td>Autonomy</td> <td>The attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right.</td> </tr> <tr> <td>Community</td> <td>The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.</td> </tr> <tr> <td>Consistency</td> <td>The attending argues that in order to be consistent, residents should ask for consent to practice on deceased patients just as they do for living patients.</td> </tr> <tr> <td>Consistency</td> <td>The chief resident argues that in order to be consistent, our hospital should do what the other hospital does.</td> </tr> <tr> <td>Duty</td> <td>The attending believes that the chief resident has a duty to teach residents not to practice procedures without permission.</td> </tr> </tbody> </table>	Values Label	Values Perspective	Autonomy	The attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right.	Community	The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.	Consistency	The attending argues that in order to be consistent, residents should ask for consent to practice on deceased patients just as they do for living patients.	Consistency	The chief resident argues that in order to be consistent, our hospital should do what the other hospital does.	Duty	The attending believes that the chief resident has a duty to teach residents not to practice procedures without permission.	<p><b>NOTE:</b> This slide is animated. Continue to elicit answers and facilitate discussion as you have done with the previous examples. Be sure to include participants who haven't yet spoken in the discussion.</p> <p><b>SAY:</b></p> <p>Let's do 1 more.</p> <p>Now, take a few moments to think about a values perspective for "duty."</p> <p><b>ASK:</b></p>
Values Label	Values Perspective												
Autonomy	The attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right.												
Community	The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.												
Consistency	The attending argues that in order to be consistent, residents should ask for consent to practice on deceased patients just as they do for living patients.												
Consistency	The chief resident argues that in order to be consistent, our hospital should do what the other hospital does.												
Duty	The attending believes that the chief resident has a duty to teach residents not to practice procedures without permission.												

What are some examples of values perspectives for “duty”?

**ELICIT ANSWER(S)** and lead participants to form a correct sentence about a values perspective. For example:

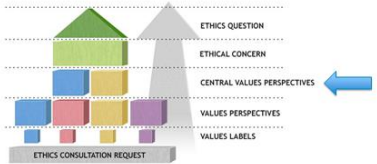
 **CLICK** to fly in “The attending believes that the chief resident has a duty to teach residents not to practice procedures without permission.”

**SAY:**  
This is the one the development team came up with. Again, there are many possible right answers.

**CLICK.**

**Slide 16**

**Central Values Perspectives**



The diagram illustrates a process flow from an ethics consultation request through various levels of abstraction to an ethics question. It shows a stack of colored blocks representing values labels, which are grouped into values perspectives. Two of these are highlighted as central values perspectives, which then lead to an ethical concern and finally an ethics question.

**SAY:**  
The next step in our building-block process is to use the values perspectives as the basis for formulating the ethical concern. We start by selecting the most central values perspectives from among those we have listed. For the purposes of this simulation, we have selected 2 values perspectives so that we can continue demonstrating the 5-step process. However, in the case of a real ethics consultation, you would need to work with the requester to determine the central values perspectives. Once you think you understand the ethical concern, state it for the requester and ask if you have it right.

**CLICK.**

**Slide 17**


**Choosing Central Values**

Values Label	Values Perspective	Central?
Autonomy	The attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right.	✓
Community	The chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients.	✓
Consistency	The attending argues that in order to be consistent, residents should ask for consent to practice on deceased patients just as they do for living patients.	
Consistency	The chief resident argues that in order to be consistent, our hospital should do what the other hospital does.	
Duty	The attending believes that the chief resident has a duty to teach residents not to practice procedures without permission.	

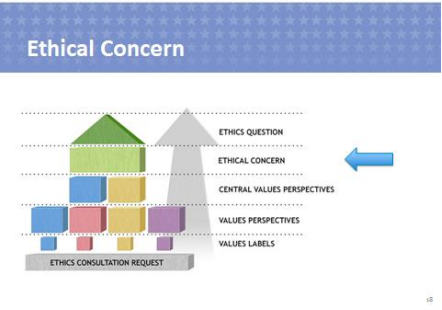
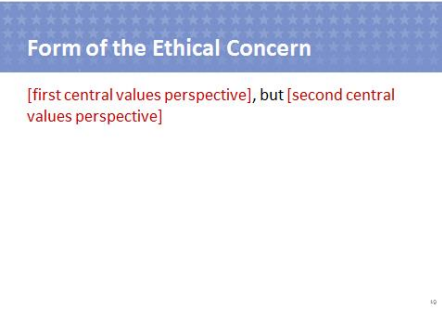
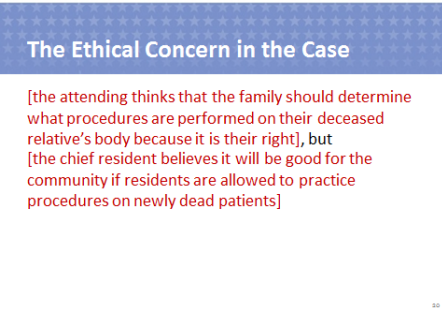

**NOTE:** This slide is animated.


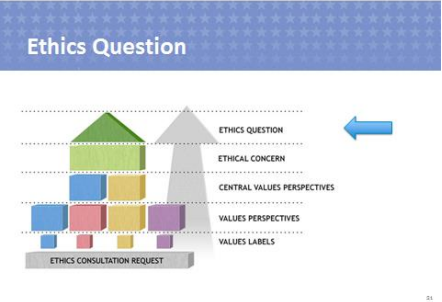
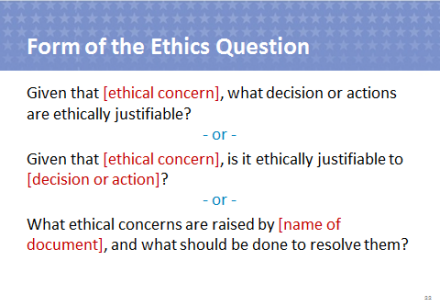
**ASK:**  
Based on our discussion here, which values perspectives do you think are the most central to this consultation?

**ELICIT ANSWER(S):** Answers may include any 2 values perspectives on the table. Acknowledge the worth of all responses.

 **CLICK** to change “autonomy” and “community” to red, and to fly in 2 checkmarks.

**SAY:**  
For purposes of this module, the first “autonomy” perspective and the “community” perspective were chosen as the most central values perspectives. In an actual

	<p>consultation, you as the consultant would help the requester clarify the central values uncertainty or conflict that gave rise to the consultation. There are many different values at play that may be uncertain or in conflict, but what you need to determine is which 2 values are at the heart of the consultation, creating the ethical concern.</p> <p><b>CLICK.</b></p>
<p><b>Slide 18</b></p> 	<p><b>SAY:</b> Now let's move along to the next step in this process.</p> <p>The formulation of an ethical concern is nothing more than the conjunction of 2 apparently conflicting central values perspectives into a single statement. The statement of ethical concern then leads to the ethics question.</p> <p><b>CLICK.</b></p>
<p><b>Slide 19</b></p> 	<p><b>SAY:</b> We use this form for expressing the ethical concern, which consists of the central values perspectives.</p> <p><b>POINT</b> to elements of the form on the slide and <b>READ</b> it.</p> <p><b>CLICK.</b></p>
<p><b>Slide 20</b></p> 	<p><b>NOTE:</b> This slide is animated.</p> <p><b>SAY:</b> Let's apply this form to our case. We have identified the 2 central values perspectives that are giving rise to the ethical concern, and now all we need to do is plug them in. Here's the first one:</p> <p> <b>CLICK</b> to fly in the first values perspective: "the attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right," but</p> <p><b>SAY:</b></p>

	<p>Here's the second.</p> <p> <b>CLICK</b> to fly in the second values perspective: “the chief resident believes that it will be good for the community if residents are allowed to practice procedures on newly dead patients”...</p> <p><b>CLICK.</b></p>
<p><b>Slide 21</b></p> 	<p><b>SAY:</b></p> <p>Now we have come to the final step in this process—articulating the ethics question. The ethics question is critical for guiding and focusing the remainder of the ethics consultation process.</p> <p><b>CLICK.</b></p>
<p><b>Slide 22</b></p> 	<p><b>SAY:</b></p> <p>The ethics question can be stated in 1 of 3 ways.</p> <p><b>READ</b> the 3 examples on the slide.</p> <p><b>SAY:</b></p> <p>The first version is appropriate when the requester does not have a particular decision or action in mind or seeks assistance in understanding all the ethically justifiable options.</p> <p>The second version is appropriate when the requester proposes a specific decision or action and seeks advice about whether it is ethically justifiable.</p> <p>The third version is appropriate for document reviews, when the requester does not have a particular ethical concern but, rather, is requesting that the ethics consultation service review the document from an ethics perspective.</p> <p><b>ASK:</b></p> <p>Which of these 3 alternatives do you think is the best for this case?</p> <p><b>ELICIT ANSWER(S):</b> Given that [ethical concern], is it ethically justifiable to [decision or action]?</p>

	<p><b>NOTE:</b> The correct answer is displayed on the next slide.</p> <p><b>CLICK.</b></p>
<p><b>Slide 23</b></p> <p><b>The Ethics Question in the Case</b></p> <p>Given that [the attending thinks that the family should determine what procedures are performed on their deceased relative's body because it is their right], but [the chief resident believes it will be good for the community if residents are allowed to practice procedures on newly dead patients], is it ethically justifiable for residents to practice procedures on newly dead patients without obtaining consent from the next of kin?</p> <p style="text-align: right;">23</p>	<p><b>READ</b> the ethics question on the slide.</p> <p><b>SAY:</b> Note how this sentence provides a clear focus for the ethics consultation team.</p> <p><b>CLICK.</b></p>



### 3. Using Building Blocks to Formulate an Ethics Question (65 minutes)





<p><b>Slide 24</b></p> <p><b>Group Activity Instructions</b> Handouts 2.1, 2.2, and 2.3</p> <ol style="list-style-type: none"> <li>1. Break into small groups.</li> <li>2. Choose at least 2 scenarios from Scenarios 2–6.</li> <li>3. List the values labels and values perspectives that describe each scenario.</li> <li>4. Select 2 values perspectives that are most central.</li> <li>5. Draft a statement of ethical concern.</li> <li>6. Choose the form of the ethics question and, if appropriate, enter the decision or action.</li> <li>7. Be prepared to read your ethics question.</li> </ol>	<p><b>NOTE:</b> Display this slide throughout the activity.</p> <p><b>SAY:</b> It's time for you to roll up your sleeves and get to work formulating the ethics question for different consultation examples. For this activity, we will be using <b>Handouts 2.1, 2.2, and 2.3: Using Building Blocks to Formulate an Ethics Question—Worksheet</b>.</p>
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<p><b>ACTIVITY: Using Building Blocks to Formulate the Ethics Question</b> (Refer to <b>Handouts 2.1, 2.2, and 2.3</b>)</p>	
<b>Groups</b>	Arrange groups of 3 to 5.
<b>Time</b>	<p><b>4 scenarios:</b> 5 minutes for instructions and group formation 45 minutes for scenarios (15 minutes for each chosen scenario) 15 minutes for large-group discussion</p> <p><b>Total: 65 minutes</b></p> <p><b>Note: Ideally there would be time to complete all 4 scenarios. If time is short, have participants complete at least 2 scenarios and remaining examples may be done in the future to reinforce the learning.</b></p>
<b>Before the Activity:</b> Give the following instructions	<p><b>SAY:</b> Please take out <b>Handout 2.3</b> and turn to page 2, where the <b>Small-Group Activity</b> begins. The instructions are on the first page of this handout. There are 6 scenarios, but the first scenario has been filled out for you as an example. In this exercise, you will choose at least 2 scenarios from the 5 provided. They do not need to be done in the order presented.</p> <p>After you break into small groups, you will read each scenario and list the values labels that you believe describe this scenario. You can refer to <b>Handout 2.1</b> for examples of values. Next, write 1 or more values perspectives for each values label using the Values Perspective Checklist on <b>Handout 2.2</b>. When you have filled in the first 2 columns on the table, select the 2 values perspectives you feel are most central to the scenario and place checkmarks in the appropriate rows in the third column. Then, draft a statement of the ethical concern and enter that on the handout. Finally, choose which form of the ethics question to use for each example and, if appropriate, enter the decision or action. Be prepared to read your ethics question aloud.</p>

	<p>Note that this is an exercise to <i>write</i> the ethics question; you should resist the temptation to <i>answer</i> the question at this point. Also, please refrain from viewing <b>Handout 2.4: Using Building Blocks to Formulate an Ethics Question—Answer Key</b> at this time. We will go over this together after you have finished.</p> <p>You have a total of 45 minutes to complete at least 2 scenarios. If you have extra time, try to complete the other scenarios. Otherwise, you can always use them later to reinforce the process. Here’s a hint: in 1 of the scenarios, the requester does not identify any values, so you should be able to complete that scenario very quickly. Each group should appoint a timekeeper to keep your group on track. Faculty will circulate to answer questions and signal when it’s time to move to the next scenario.</p>
<p><b>During the Activity:</b> Monitor</p>	<p>Offer assistance and answer questions as needed. Remind groups they may refer to <b>Handout 2.1</b> as they identify values and <b>Handout 2.2</b> for the checklist. Notify the participants when it is time to move to the next scenario.</p>
<p><b>Following the Activity:</b> Debrief</p>	<p>Debrief the results of the activity and lead a discussion based on the questions on the next slide.</p> <p><b>CLICK</b> to the next slide.</p>

<p><b>Slide 25</b></p> <div style="background-color: #4a7ebb; color: white; padding: 5px; text-align: center;"> <p>Debrief and Discussion</p> </div> <ol style="list-style-type: none"> <li>1. Report on the ethics question for each scenario and compare results.</li> <li>2. Respond to these discussion questions:             <ul style="list-style-type: none"> <li>• How does this process vary from how you generally approach an ethics consultation?</li> <li>• How did identifying values help you understand what was driving the request for an ethics consultation?</li> </ul> </li> </ol>	<p><b>SAY:</b></p> <p>Let’s start our debrief with Scenario 2, which about turning off a patient’s defibrillator.</p> <p><b>ASK:</b></p> <p>What ethics question did you develop for this scenario?</p> <div style="background-color: #e0e0e0; padding: 5px;"> <p><b>NOTE:</b> For each scenario, have a different group present its ethics question, and ask other groups to comment on how their ethics questions are similar or different. Then lead a discussion on the questions below.</p> </div> <p><b>SAY:</b></p> <p>You can feel free at this point to refer to <b>Handout 2.4</b>, which is the answer key for this exercise.</p> <p>Let’s discuss the following questions based on what we learned in this activity.</p> <p><b>READ</b> the questions under the second point on the slide.</p> <p><b>CLICK.</b></p>
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## 4. Takeaways (5 minutes)

<p><b>Slide 26</b></p> <p><b>Takeaways</b></p> <p>Formulating the ethics question</p> <ol style="list-style-type: none"> <li>1. Values labels</li> <li>2. Values perspectives: see 8-item checklist</li> <li>3. Central values perspectives</li> <li>4. Form of ethical concern: [first values perspective], but [second values perspective]</li> <li>5. 3 forms of ethics question:             <ul style="list-style-type: none"> <li>• Given that [ethical concern], what decision or actions are ethically justifiable?</li> <li>• Given that [ethical concern], is it ethically justifiable to [decision or action]?</li> <li>• What ethical concerns are raised by [name of document] and what should be done to resolve them?</li> </ul> </li> </ol>	<p><b>NOTE:</b> This slide is animated.</p> <p><b>SAY:</b> Let's spend a couple of minutes here at the end of Module 2 to reflect on what you will take away from this session.</p> <p><b>ASK:</b> What struck you as most important for your work as an ethics consultant?</p> <p><b>ELICIT ANSWER(S):</b> Answers may include any responses participants make. Take 2 or 3 responses, and as many more as time allows. Acknowledge each response.</p> <p><b>SAY:</b> We have touched upon many concepts in this module. Hopefully, you have the materials you need to bring them all back to mind when you return to the job. Here they are, summarized.</p> <p> <b>CLICK</b> to fly in the summarized concepts.</p> <p><b>CLICK.</b></p>
<p><b>Slide 27</b></p> <p><b>Questions</b></p> <p>Questions?</p> <p>  </p>	<p><b>NOTE:</b> Answer any questions and conclude the session with appreciation for the work participants have done and anything you want to say about your experience of the time you have spent with them.</p>