

Fostering Public Health Ethics: Assessing Needs and Informing Solutions that Support Today's and Tomorrow's Public Health Professionals

Symposium

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Conflict of interest & funding

- None of the presenters have any real or potential conflict of interest related to the material that is being presented today.
- This project was funded in part by grants to Bryn Williams-Jones and Vardit Ravitsky from CIHR and SSHRC.
- Louise Ringuette was funded by the NCCHPP for her work on the surveys, and by the IRSPUM and FRQSC for her doctoral research.
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A collective effort

- We wish to thank the members of our research team for their contributions to this project:
 - Victoria Doudenkova, Vardit Ravitsky, Stanislav Birko, and Marie-Christine Roy, Bioethics Program, School of Public Health, Université de Montréal,
 - Hazar Haidar, Institute for Health and Social Policy, McGill University,
 - Mylène Maguire, NCCHPP.

Objectives

To share some survey findings with you, discuss them, and hear what you think about:

- The state of public health (PH) ethics education in Canadian university PH schools and programs,
- The PH ethics resources used by today's practitioners in Canada, what resources or training might be needed and how to best meet those needs,
- The essential PH ethics skills for PH professionals and how to foster those.

Outline

- 2:05 - 2:30 Presentation of the results of two 2017 Canada-wide surveys:
Survey 1 - schools of PH
Survey 2 - PH professionals
- 2:30 - 2:55 Discussion of the survey findings with particular attention to the identified needs
- 2:55 - 3:15 Now what? Discussion of solutions & resources to respond to needs in PH ethics
- 3:15 - 3:30 Questions and discussion; concluding remarks; evaluation forms

Project context

U of M Literature Review 2016-2017:

Doudenkova, V., Bélisle-Pipon, J.-C., Ringuette, L., Ravitsky, V., & Williams-Jones, B. (2017). Ethics education in public health: where are we now and where are we going? *International Journal of Ethics Education*, 2017. Open access: <https://link.springer.com/article/10.1007/s40889-017-0038-y>

NCCHPP & U of M collaborate to conduct 2 surveys in May 2017.

Preliminary analyses published (Fr and En) in March 2018.

http://www.ncchpp.ca/127/Publications.ccnpps?id_article=1776

http://www.ncchpp.ca/127/Publications.ccnpps?id_article=1774

Summary (4 pp.) of the literature review published in May 2018 (NCCHPP).

http://www.ncchpp.ca/127/publications.ccnpps?id_article=1772

http://www.ccnpps.ca/120/publications.ccnpps?id_article=1771

In-depth analysis of survey data, scientific publications to follow (U of M).

Presentation of the results

Two 2017 Canada-wide surveys

- Survey 1: Schools & programs of PH
- Survey 2: PH professionals

Methods: 2 Canada-wide surveys

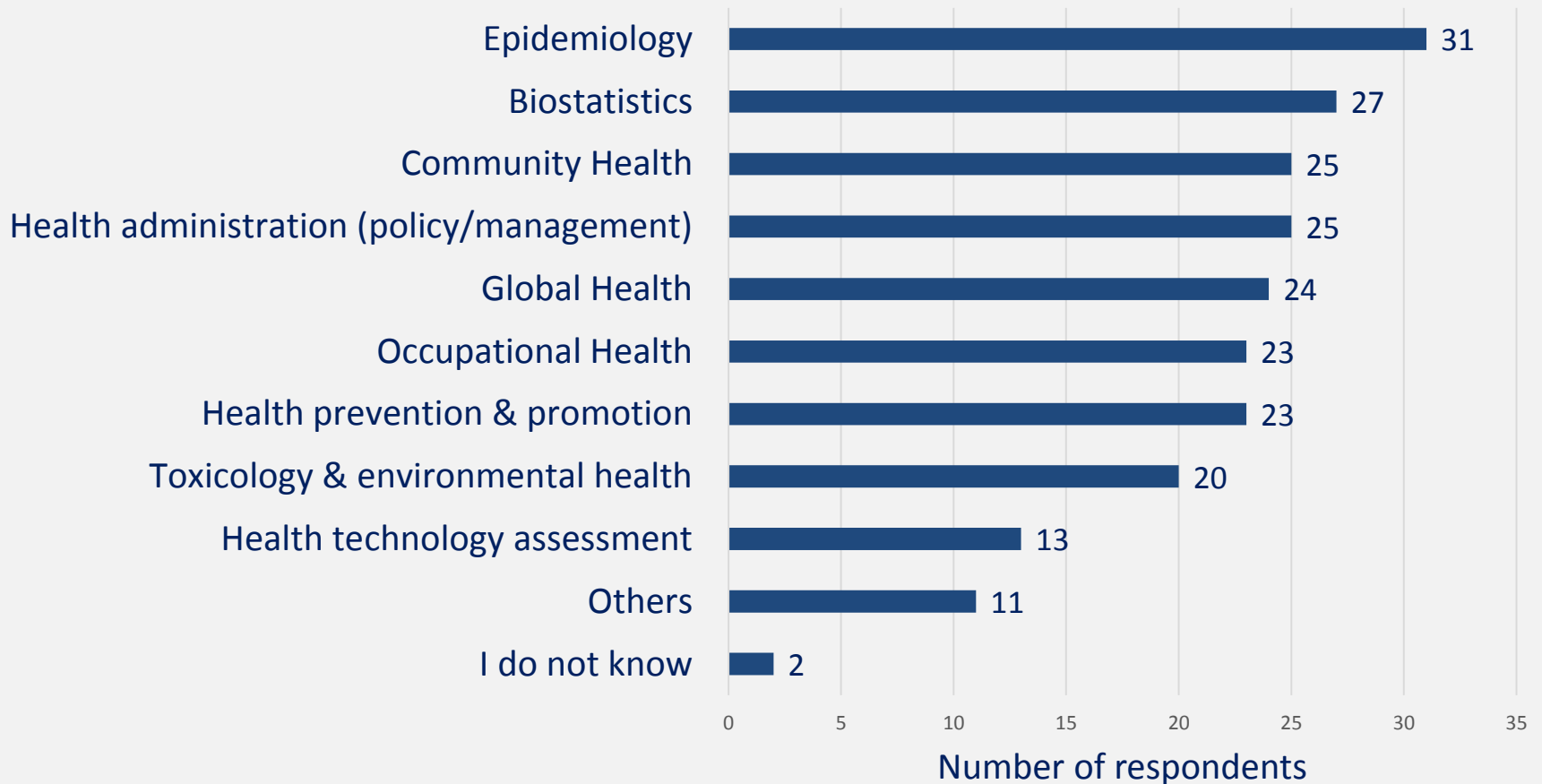
Survey 1	Survey 2
<ul style="list-style-type: none">▪ 401 directors and professors responsible for teaching PH ethics▪ 32 Canadian universities	<ul style="list-style-type: none">▪ 2024 PH professionals and medical officers of health in Canada▪ Stakeholders at all levels: local, regional, provincial or federal, PHAC, not-for-profit organizations in PH
<ul style="list-style-type: none">▪ May 16 to June 23, 2017	<ul style="list-style-type: none">▪ May 23 to June 14, 2017
<ul style="list-style-type: none">▪ Max 41 questions▪ ~ 5 to 15 min	<ul style="list-style-type: none">▪ Max 22 questions▪ ~ 5 min
Through the platform: EVAL&GO (www.evalandgo.fr)	Through the platform: VOXCO (NCCHPP)
Research project approved by :	
<ul style="list-style-type: none">▪ Health Research Ethics Board of the Université de Montréal (15-057-CERES-D);▪ <i>Comité d'éthique de la recherche en Dépendances, Inégalités sociales et Santé publique</i> (CER-DIS) of the <i>CIUSSS du Centre-Sud-de-l'Île-de-Montréal</i> (DIS-1617-29)	

Results: Participants

Survey 1	Survey 2
<ul style="list-style-type: none">▪ 49 participants (14 Fr; 35 En)▪ Professors, directors, deans, researchers, students▪ All age groups (25 to over 65)	<ul style="list-style-type: none">▪ 401 participants (95 Fr; 306 En)▪ Health professionals, managers, researchers, administrative support, communications, students
<ul style="list-style-type: none">▪ 20 universities▪ Various departments :<ul style="list-style-type: none">▪ School of PH▪ Bioethics programs▪ Medicine and health (e.g., nursing, physiotherapy, etc.)▪ Health management and policies▪ Humanities (philosophy, law, etc.)	<ul style="list-style-type: none">▪ All levels of government and various health-related organizations
<ul style="list-style-type: none">▪ 7 provinces	<ul style="list-style-type: none">▪ All provinces & territories

Results *survey 1*: PH programs

(Q1.7) To your knowledge, which PH programs are offered within your university? (N=41)



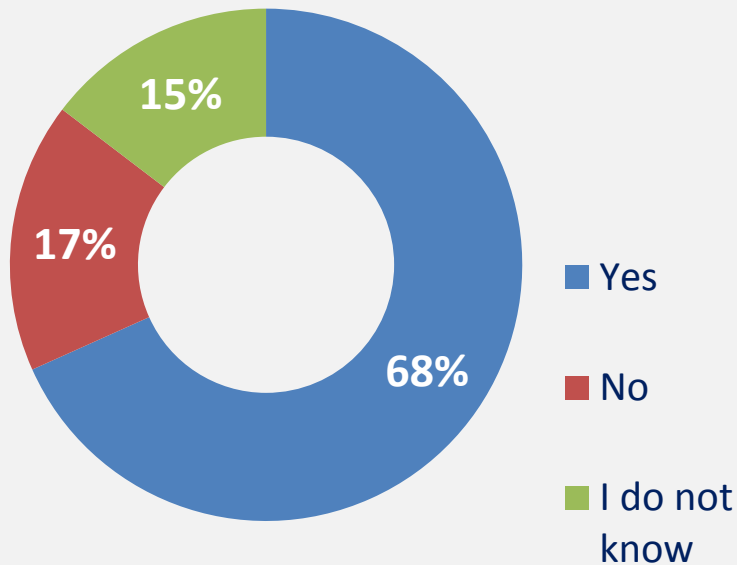
Results *survey 1*: Ethics in PH programs

(Q2.1) To your knowledge, in which PH program(s) is ethics being taught? (N=26)

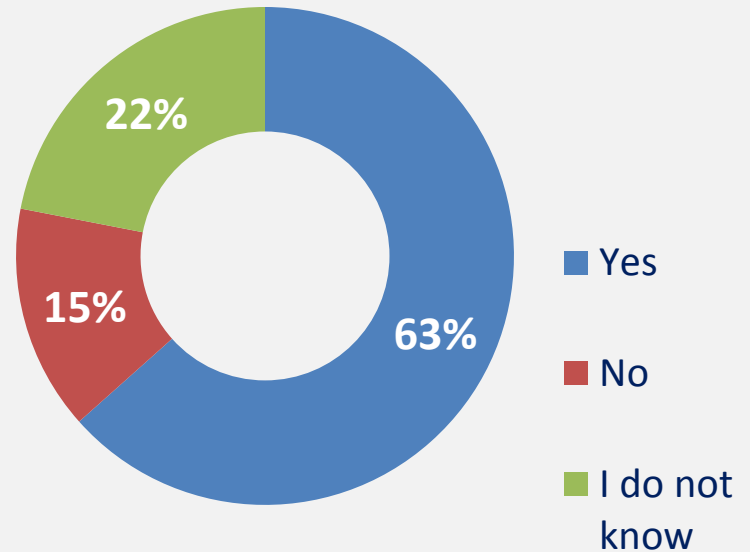


Results *survey 1*: Ethics in PH programs

(Q1.9) Are there any bioethics education programs within your institution (including, medical ethics, clinical ethics, PH ethics, research ethics, etc.)? (N=41)

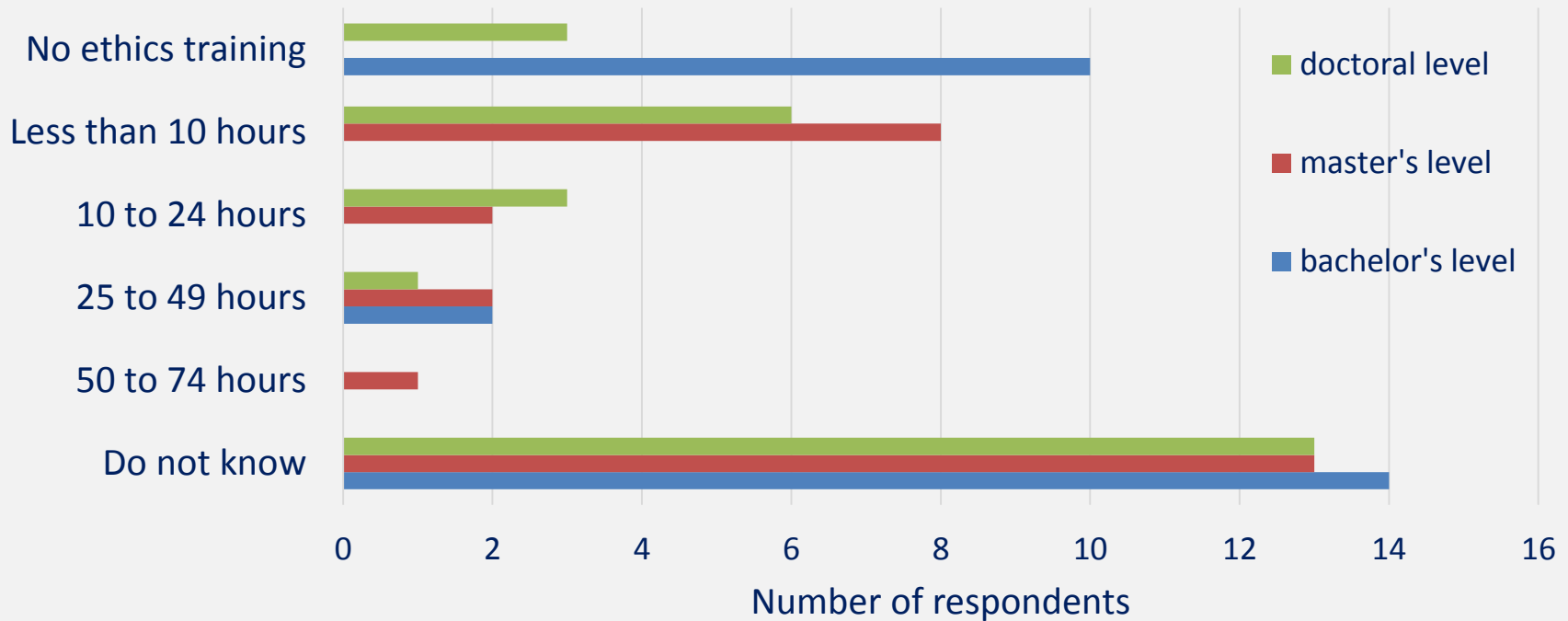


(Q1.10) Is ethics teaching integrated into your PH training curricula? (N=41)



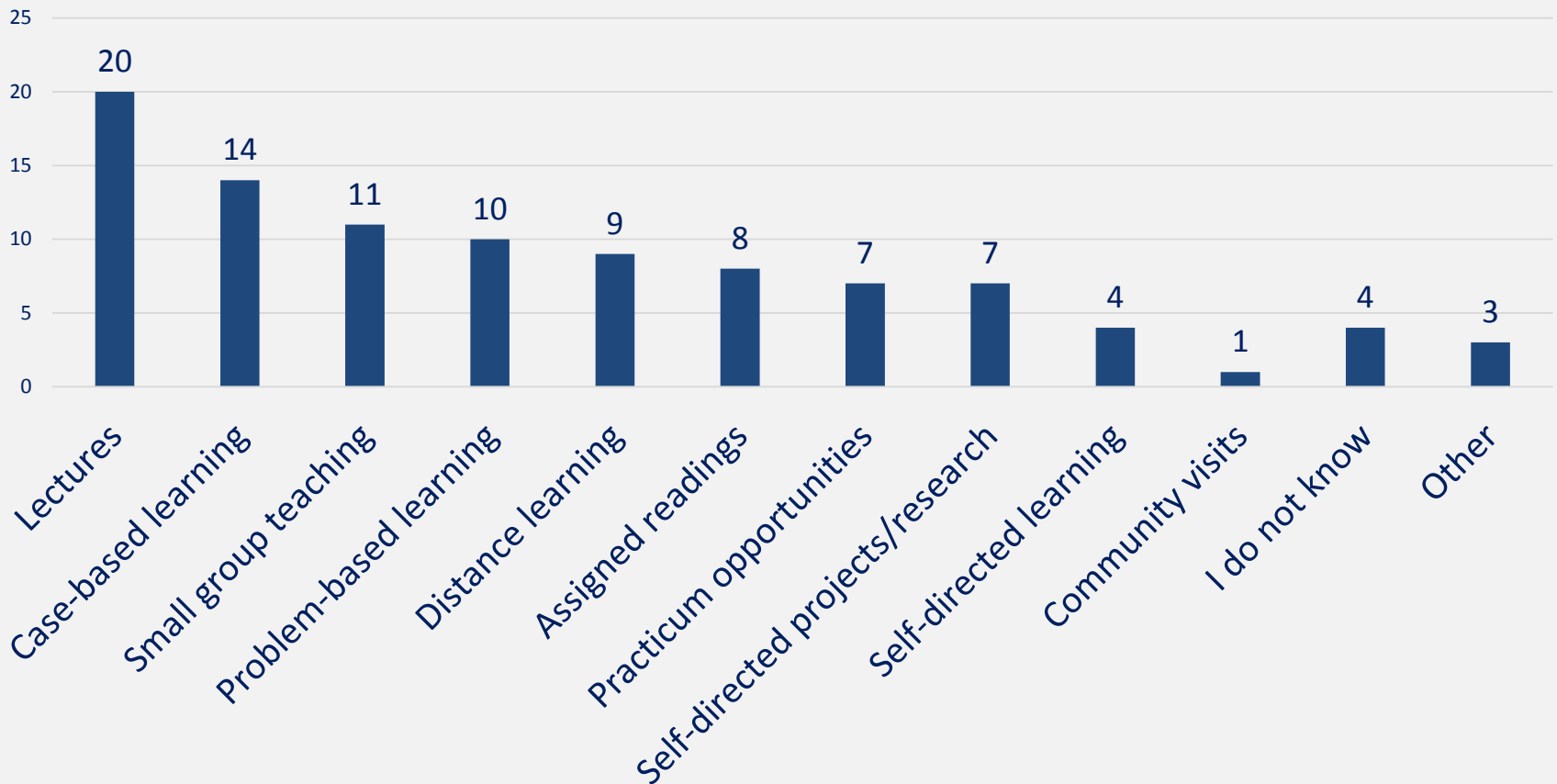
Results *survey 1*: Ethics education

(Q2.2) Total number of hours of ethics training for students in public health programs offered in Canadian universities (N=26)



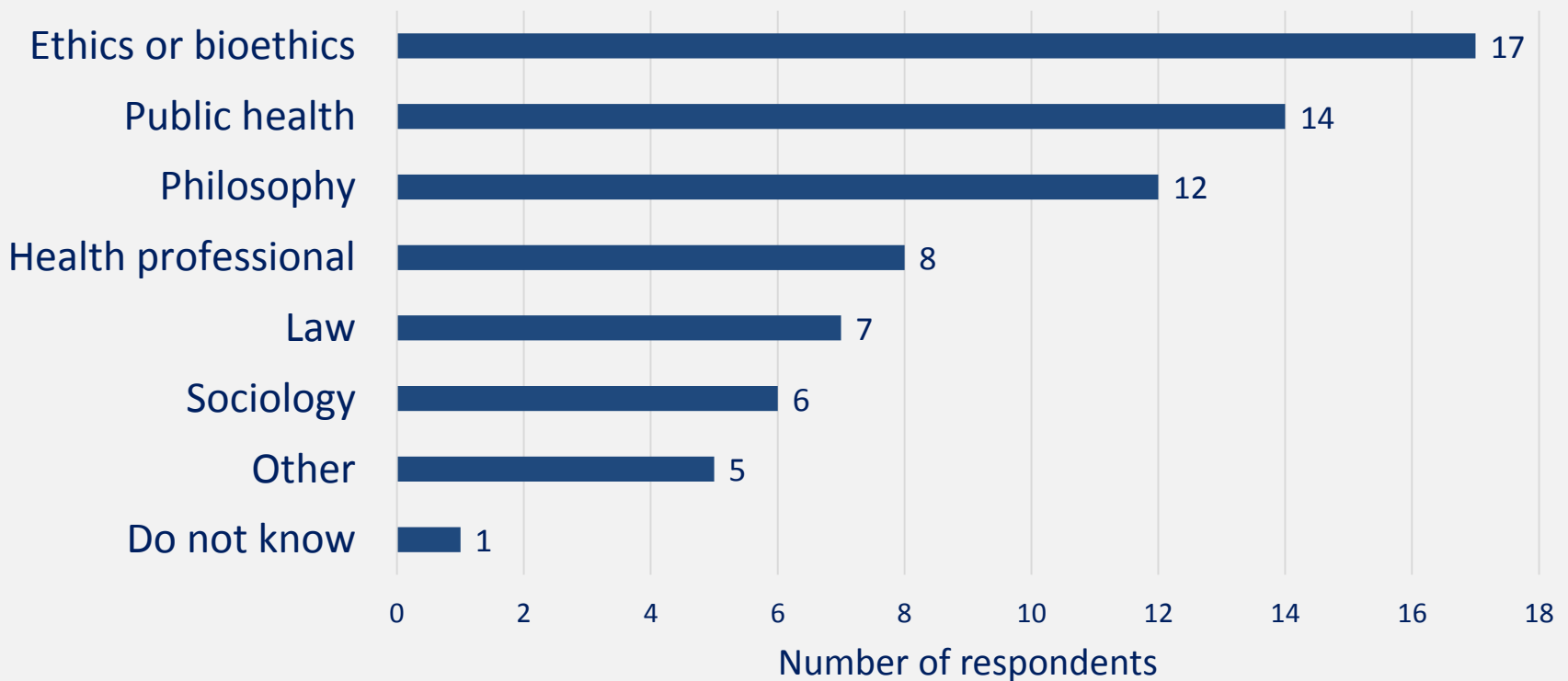
Results *survey 1*: Ethics education

(Q2.8) What are the pedagogical methods used to teach ethics in your program? (N=25)



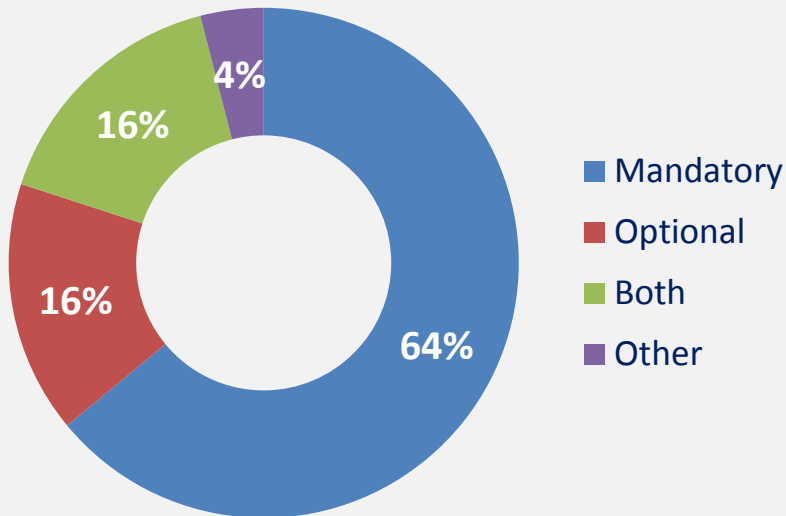
Results *survey 1*: Who teaches ethics?

(Q2.4) To your knowledge, what are the qualifications of those who teach ethics in PH programs (N=26)

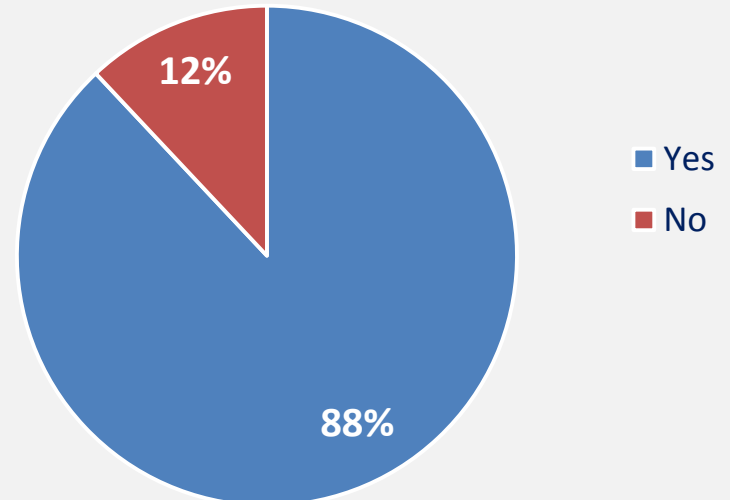


Results *survey 1*: Improvement

(Q2.7) In your PH programs, ethics training is (N=25)



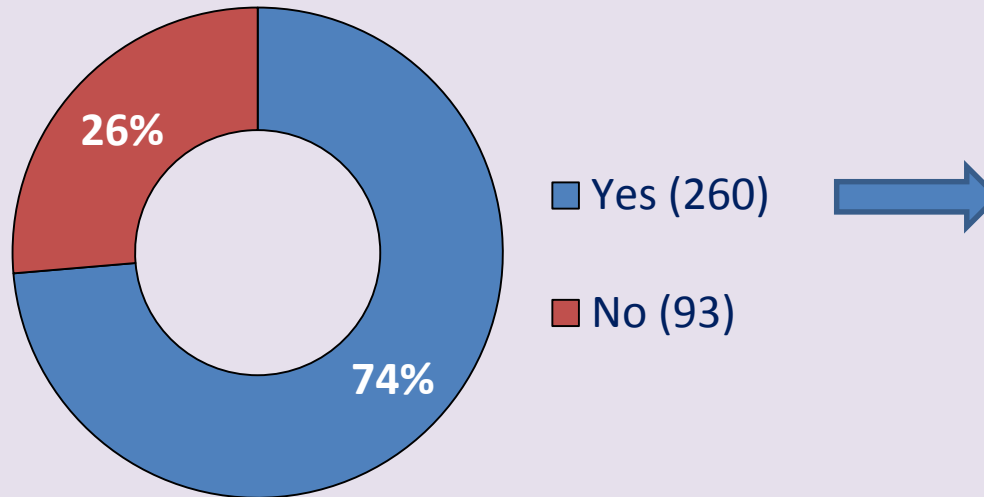
(Q2.11) Are there gaps or areas for improvement with the current ethics training in your PH programs? (N=25)



Results *survey 2*: Ethics training

(Q2.1) During your postsecondary training, did you follow courses or receive training in ethics (e.g., bioethics, clinical ethics, medical ethics, research ethics, public health ethics, etc.)?

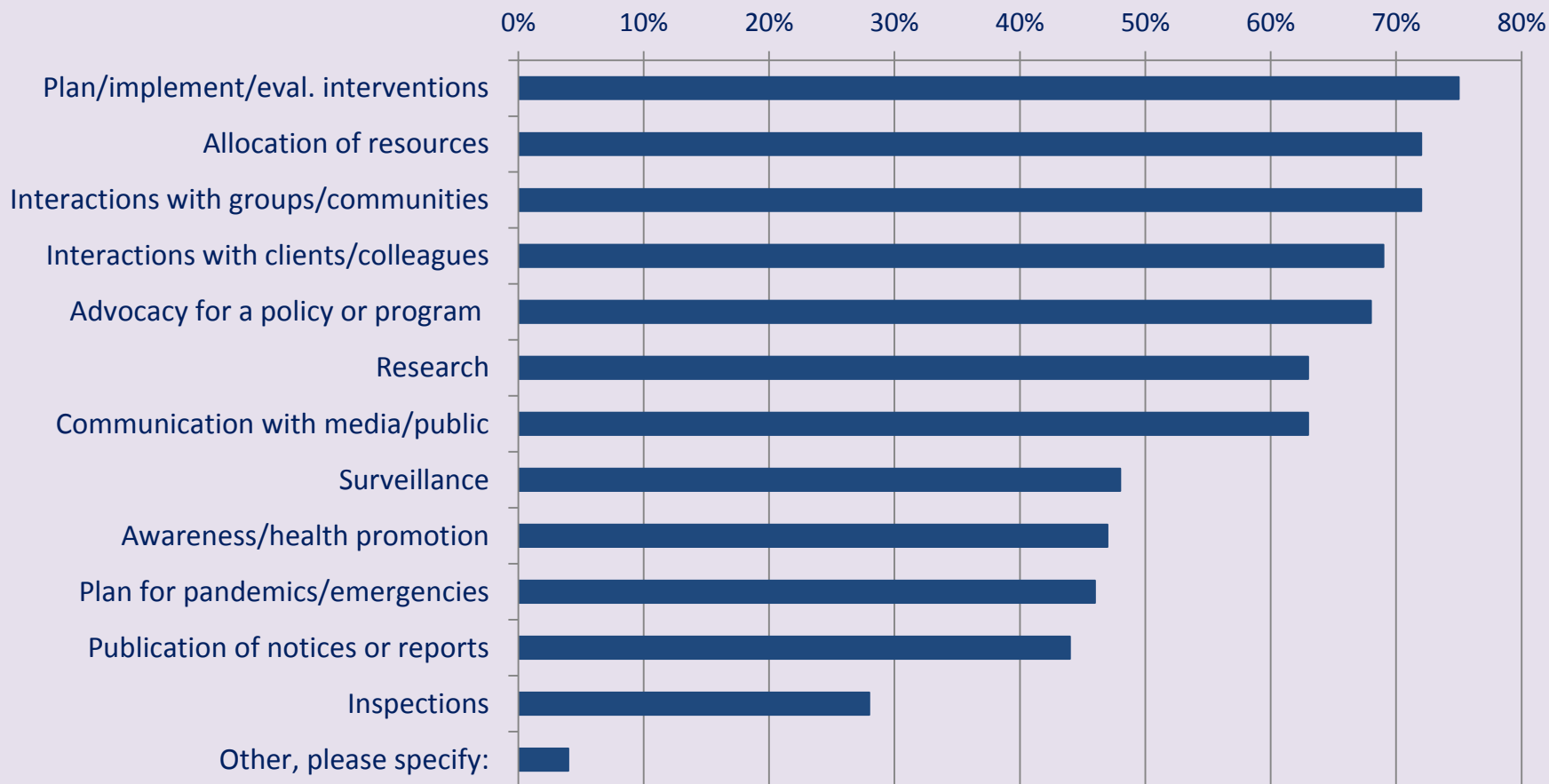
[269 En/ 84 Fr]



Most responses range from 1 to 500 hours of training

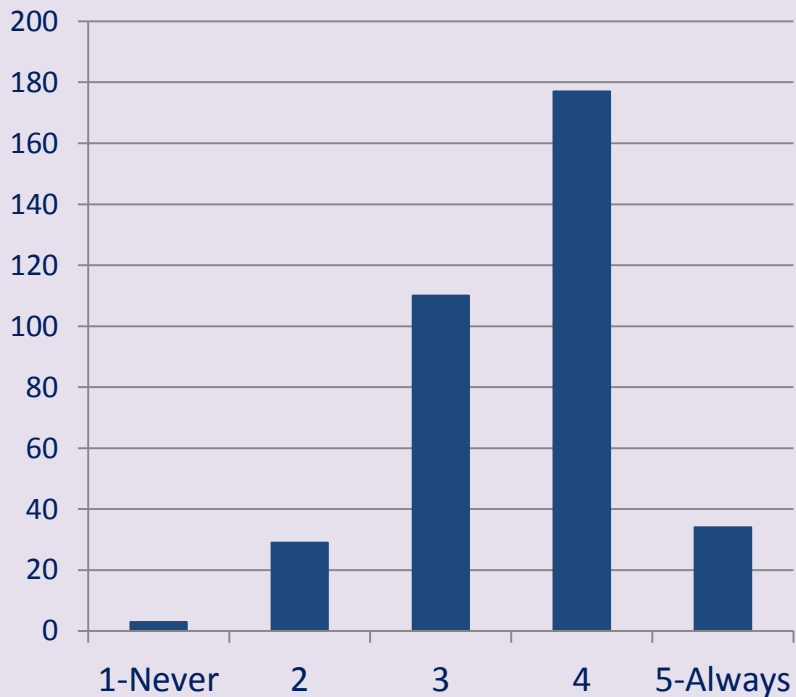
Results *survey 2*: Ethical issues

(Q2.4) In which types of activities do you encounter important ethical issues? [269 En/84 Fr]

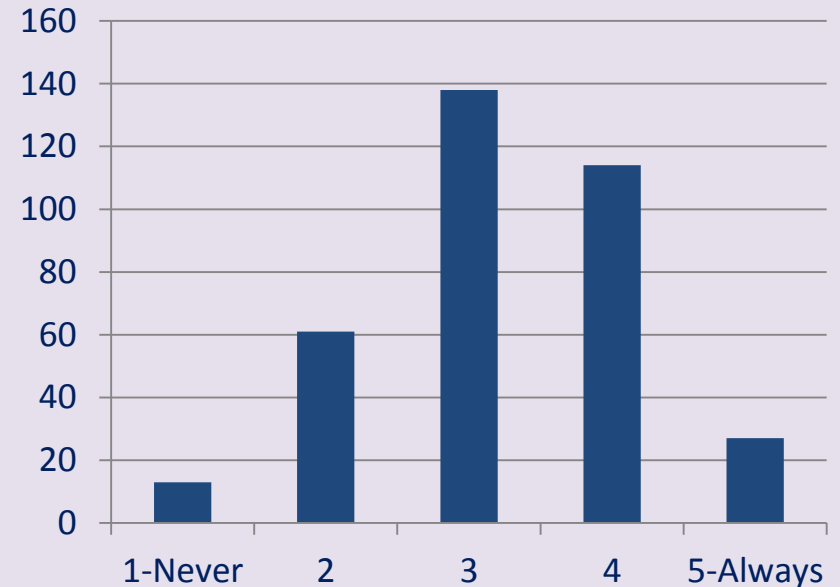


Results *survey 2*: Preparedness

(Q 2.6a) I can easily determine if a situation contains an ethical issue
[269 En/84 Fr]

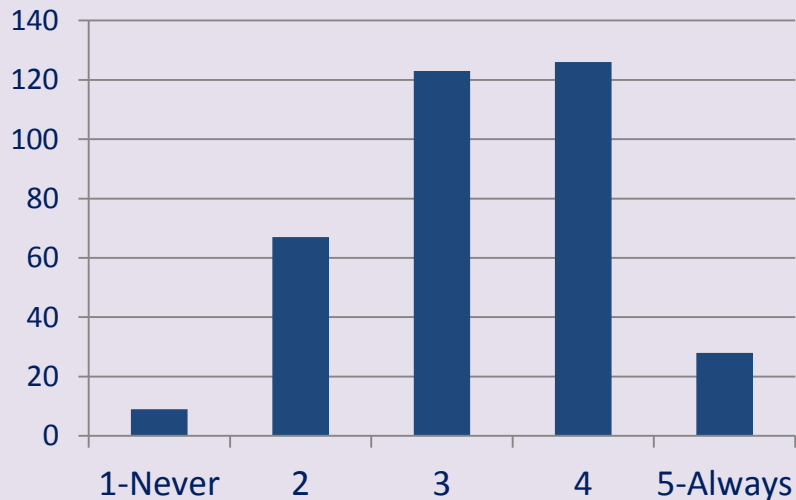


(Q 2.6b) I know what ethical principles, tools or frameworks to use to help me make a decision when confronted with ethical issues
[269 En/84 Fr]

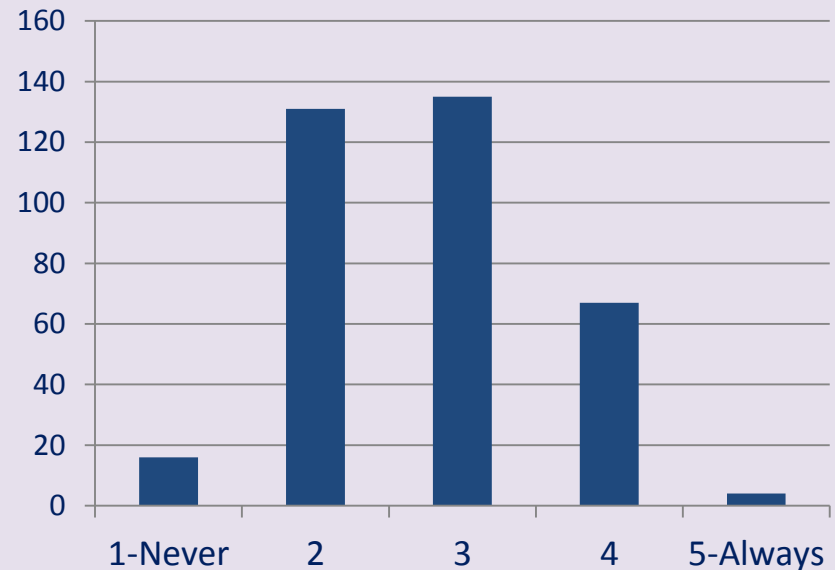


Results *survey 2*: Preparedness

(Q 2.6c) I think that I am adequately prepared to face the ethical issues related to my practice [269 En/ 84 Fr]

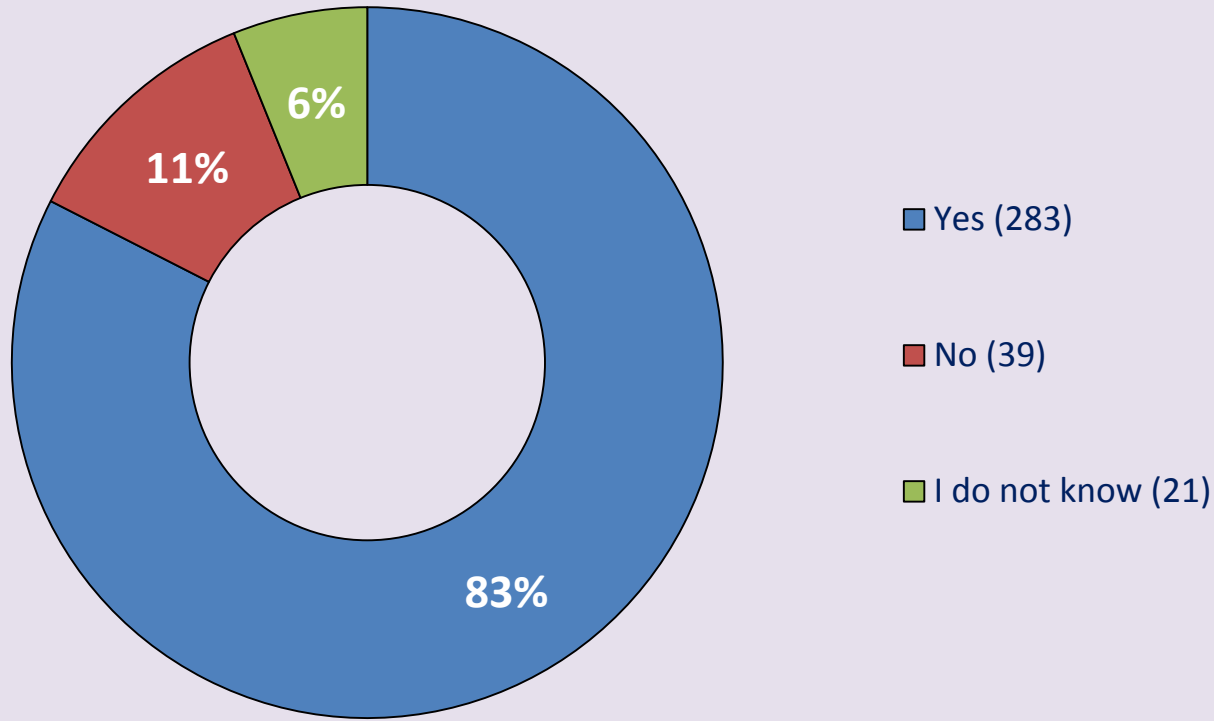


(Q 2.6d) I think that my colleagues are adequately prepared to face the ethical issues related to their practice [269 En/ 84 Fr]



Results *survey 2*: Needs

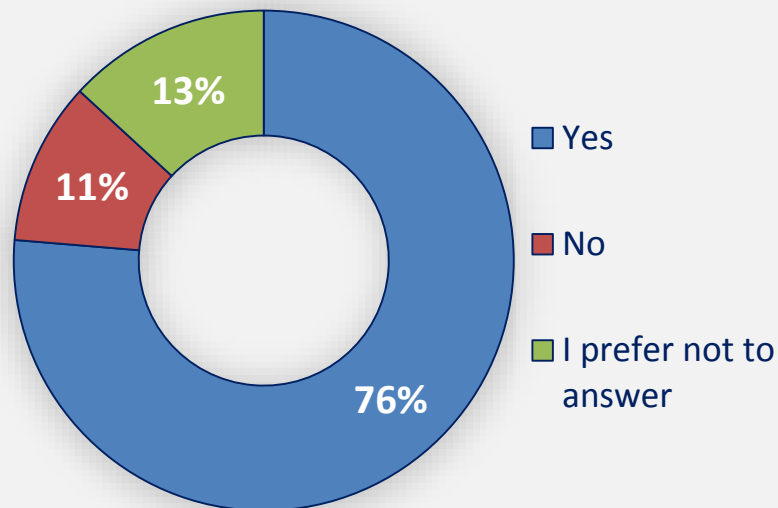
(Q 3.1) Would you be interested in resources and training in public health ethics? [269 En/84 Fr]



Results: Basic curriculum

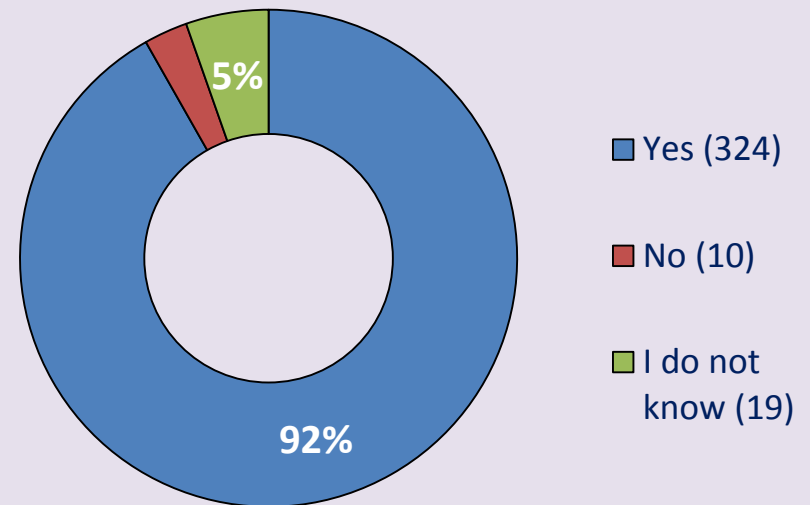
Survey 1

Do you believe that a basic curriculum (with a minimum number of hours and content) in PHE would be desirable within schools in PH in Canada (N=38)



Survey 2

Do you believe that the postsecondary training of PH practitioners should include a minimum number of hours & basic material in PHE? [269 En/ 84 Fr]



Discussion

Discussion of the survey findings with particular attention to the identified needs

Survey 1 - Schools of public health

We will highlight 3 areas from the responses

- What is taught (and what ought to be taught)?
- Any barriers?
- What resources are needed?

Survey 1 - Schools of public health

What is taught?

- (1)* Research ethics
- (2) Ethics frameworks for PH
- (2) PH codes of ethics
- (...)

What ought to be taught?

- (1) Ethics frameworks for PH
- (1) Feminist ethics
- (3) Research ethics
- (3) PH codes of ethics
- (...)

*(The number represents the order of priority according to the responses)

Survey 1 - Schools of public health

- **Barriers**

- (1) Lack of time/curriculum pressure
 - (2) Clarity: who is responsible for developing ethics
 - (3) Lack of qualified teaching staff
 - (3) Lack of ethics training tools for public health
- (...)

For discussion

- Should ethics be on the curriculum in schools of public health?
- Should there be a basic curriculum and a minimum number of hours of study?
- What are the essentials, (if any)?

Survey 1 - Schools of public health

- What resources are needed?
 - (1) Collections of articles
 - (1) Collections of cases/case studies
 - (3) List of reference persons
 - (4) Handbooks or guides
 - (4) Online courses or modules
 - (4) References to practicum opportunities
 - (4) Websites

For discussion

- Would you add anything to this list?
- How can we contribute to meeting these needs?
- Should we?

Survey 2 - PH professionals

We will highlight 3 areas from the responses

- Ethical issues encountered in practice
- Ethics resources used
- What's needed?

Survey 2 - PH professionals

- Some of the ethical issues encountered in practice:
 - Issues relating to PH advocacy
 - Allocation of resources
 - Balancing competing interests
 - Confidentiality/privacy/use of data
 - Equity/inequities/social justice
 - Honesty & transparency in communicating/framing messages
 - Issues relating to research

(...)

For discussion

- **What would you add to this list?**

Survey 2 - PH professionals

Institutionally-provided ethics resources

(respondents in English)

- Conflict of interest guidelines
- Research ethics committee
- Code of ethics
- List of ethical values/principles
- Clinical ethics committee
- Ethics training

Institutionally-provided ethics resources

(respondents in French)

- Research ethics committee
- Risk management framework
- Code of ethics
- Conflict of interest guidelines
- Clinical ethics committee
- Public health ethics committee

Survey 2 - PH professionals

Self-provided ethics resources

(respondents in English)

- List of ethical values/principles
- Code of ethics
- Conflict of interest guidelines
- Public health ethics framework
- Ethics training

Self-provided ethics resources

(respondents in French)

- Public health ethics framework
- Research ethics committee
- List of ethical values/principles
- Ethics training
- Code of ethics

For discussion

- Should there be more institutionally-provided resources?
- What resources? And how can we find consensus?

Survey 2 - PH professionals

- What's needed? (and do practitioners' responses differ from those in schools of PH?)
 - Short documents outlining concepts/guidance (+++)
 - Collections of case studies
 - Interactive webinars
 - Collection of ethics frameworks
 - Online courses or modules (+)
 - Websites
 - Conferences/workshops
 - Collection of scientific articles (---)
 - List of reference persons (--)

For discussion

- **What types of resources are needed?**

Survey 2 - PH professionals

For discussion

- Do you have any further thoughts on the curriculum for schools of public health?
- Should curriculum be coherent with the practical needs expressed by professionals?

Now what?

Discussion of solutions & resources to respond
to needs in PH ethics

Now what? Teaching PHE

- Ethics teaching is integrated in only 63% of PH schools & programs
- 50% of participants (13/26) do not know the number of hours of ethics training for students in their PH programs, and some express doubt about what subjects (e.g., deontological approaches, utilitarianism, research ethics) are being taught.

Now what? Basic curriculum

- 92% of practitioners (survey 2) believe that PH education should include a basic curriculum (hours & content) in PHE.
- The (US) Council on Education for Public Health (2016) accreditation criteria include training in PHE.
- A PHE basic curriculum will be included in the PH programs of all new graduate students at ESPUM next September.

For discussion

- Can you suggest any next steps?
- Is a common PHE curriculum the way to go?

Now what? Competencies

- The (US) Association for Schools and Programs of Public Health's (2006) recommended competencies include:
 - “Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy” (p. 21).

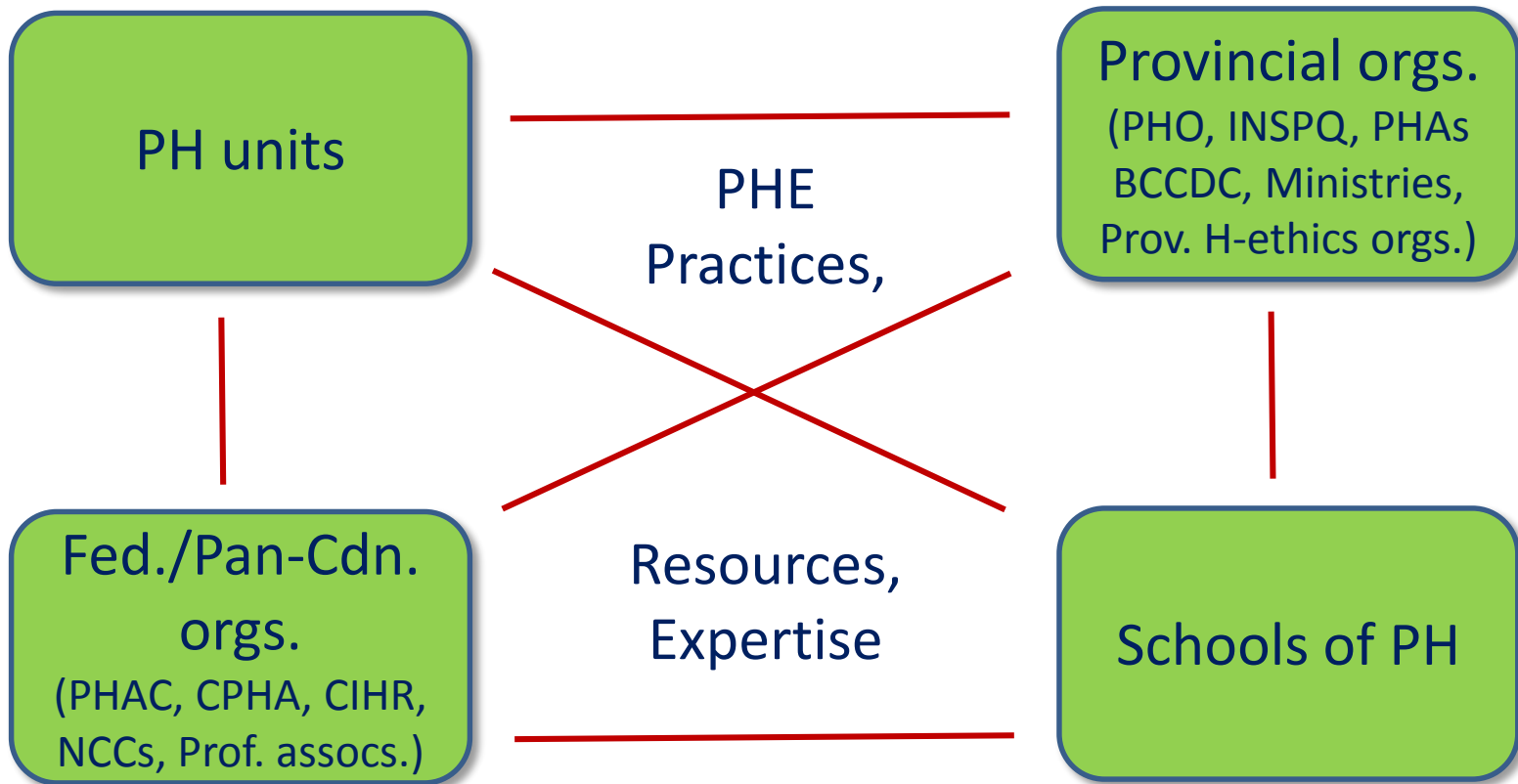
Now what? Competencies

- PHAC: *Core Competencies for Public Health in Canada*, numbers 2.5 and 7.3 explicitly call for competency in public health ethics; others do so implicitly (e.g., 2.6, 3.2, 3.6, 3.7, 4.3, 4.4, 5.3, 6.1).
- The Naylor Report (Health Canada, 2003), *Learning from SARS: Renewal of Public Health in Canada*, calls for “greater investments in [...] public health ethics.” pp. 4-5.

For discussion

- Do you have suggestions for how to address gaps, curriculum challenges and fulfilling core competencies?

Now what? Networks



For discussion

- How can these organizations better share, connect and coordinate their practices, resources and expertise?

Now what? Resources

For discussion

- Who is out there developing resources for PHE in Canada?
- Who should be or could be doing so?
 -
 -
 -
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Questions and discussion

Links to reports...

The preliminary, summary results are available:

Survey 1 – Schools of public health

English: http://www.ncchpp.ca/127/Publications.ccnpps?id_article=1774

French: http://www.ccnpps.ca/120/Publications.ccnpps?id_article=1773

Survey 2 – Public health professionals

English: http://www.ncchpp.ca/127/Publications.ccnpps?id_article=1776

French: http://www.ccnpps.ca/120/Publications.ccnpps?id_article=1775

Literature review – Ethics education in public health: where are we now and where are we going?

<https://link.springer.com/article/10.1007/s40889-017-0038-y>

4-page summary of the literature review

English: http://www.ncchpp.ca/127/publications.ccnpps?id_article=1772

French: http://www.ccnpps.ca/120/publications.ccnpps?id_article=1771

References

- Association for Schools and Programs of Public Health. (2006). *Master's Degree in Public Health Core Competency Development Project, version 2.3*. Retrieved from: <https://www.aspph.org/teach-research/models/mph-competency-model/>
- Council on Education for Public Health. (2016). *Accreditation Criteria: Schools of Public Health and Public Health Programs*. Retrieved from: <https://ceph.org/assets/2016.Criteria.pdf>
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- Public Health Agency of Canada. (2017). *Core Competencies for Public Health in Canada*. Retrieved from: <https://www.canada.ca/en/public-health/services/public-health-practice/skills-online/core-competencies-public-health-canada.html>

Thank you!

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