

Building Reflective Spaces for Foundation Doctors: Thinking Ethically, Legally and Professionally

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The Need

- A Need for Ethics, Law and Professionalism Training Beyond Medical School?
 - Medical schools cannot be expected to prepare medical students for all the ethical, legal and professional dilemmas they will experience once graduated
 - Concerns raised surrounding the training of Foundation Doctors (FDs) on the ethical and legal aspects of clinical practice.
 - Pressure upon support and reflective opportunities for FDs when facing ethical and legal issues
 - Few senior role models to serve as moral and practical guides
 - Few training and educational spaces

Fulfilling the Need

- *Building Reflective Spaces for Foundation Doctors: Thinking Ethically, Legally and Professionally*
 - a series of training materials specially created to meet the ethical, legal and professionalism training needs of FDs.
 - to promote and encourage ethically sensitive, legally aware, and critically reflective FDs.

Design

- To provide a reflective space for FDs to consider the ethical, legal and professional aspects of their everyday clinical encounters:
 - Chemically restraining patients
 - Engaging with suicidal patients
 - Raising concerns
 - Self discharge against medical advice
 - DNACPR
- Build upon the ethical, legal and professionalism learning the FDs gained during medical school
 - aim to advance their knowledge, understanding and learning in these areas.

Design

- Can be delivered by clinical colleagues or by non-clinical colleagues.
- The content of the training packs are mapped against the new UK Foundation Programme Curriculum (2021).
- The content of each training pack is drawn from research studies, as well as a range of medias including blogs, podcasts, and television.
- The training packs provide discrete training opportunities for FDs.
- Each pack includes a slide pack and a facilitator's guide on how to build the training session.
- Up to 2 hours of material, F1 or F2, in person or remote

- Since Feb 2021:

 - 19 Foundation Programmes across England and Wales have expressed interest in piloting the training packs
 - 8 Foundation Programmes have piloted the training packs (5 have used > 1 pack)
 - Self-discharge, sedation, and DNACPR have been most frequently requested and used
 - Foundation Programmes tended to use same pack for both F1s and F2s
 - Clinical colleagues delivered the training, did not have an ethics or law qualification, had not previously taught on the topic of the training pack
 - Training predominately delivered in person
 - Part of foundation training (mandatory), regional ‘ethics’ day (optional)

Pilot

- Facilitators invited to complete evaluation call, Foundation doctors' anonymised feedback shared
- NHS governance requirements, institutional ethical approval, HEE governance approval

Evaluation: Valuing Training; Valuing Topics

- FDs appreciated having training on the topics covered:
 - *“interesting, albeit difficult, topic which is very good to discuss”*
 - *“It was a very useful presentation on what is a very sensitive subject in modern medicine.”*
 - *“very important discussion and how we can improve with DNACPR decisions and the ethics surrounding [them].”*
 - *“good discussion using official legal case to highlight the need of better DNACPR discussion and documentation”*
 - *“I feel this is something integral to patient care that can be done badly. Conversations feel very awkward. Good to discuss the legalities behind this.”*

Evaluation: Valuing Training; Valuing Topics

- FDs valued the combination of ethics, law and professionalism in the training:
 - *“I have always found examples of case law useful to help illustrate where clinicians went wrong (or right)...showing where the law has found in favour or against people’s actions has helped me to remember certain ethical principles”*

Evaluation: Valuing a Shared Experience

- Many FDs commented on the benefits of discussing the topics, especially with their peers:
 - *“Found it good to be able to “rant” about tricky or awkward situations I have come across and to know that this is a shared experienced”*
 - *“enjoyed the presentation and opportunity to discuss experiences of DNACPR with other trainees....I think this is one of the most crucial elements for improving practice and should be aimed at all levels of doctors...”*

Evaluation: Ethics knowledge translates into practice

- FDs made links between the messages delivered in the training to shifts in their practice and influencing their approach to patient management:
 - *“...makes you think more proactively about how you manage self-discharge”*
 - *“makes you consider people’s reasoning, especially in A&E when people aren’t expecting to come in”*
 - *“It has encouraged me to be more empathetic towards these patients”*

Evaluation: Ethics knowledge translates into practice

- FDs praised the content of the training packs:
 - *‘highly useful content applied to ward situations’*
 - *‘The article on which the session was based shared some surprising insights into the perception and practice of sedation. This would serve as a useful template for reflection in my practice going forward’*
 - *‘...sought to make us think about challenging situations we find ourselves in regularly. Helpful to address common foundation doctor themes, and made me think in a different way about how I might approach them in the future’*

Surprises, Reflections & Impacts

Surprises

Generated interprofessional learning opportunities

Training addressing points raised by CQC

Requests from Foundation Programmes to develop new training packs

Reflections

Preparing a session took longer than anticipated

Wanted to ask questions

Purpose of the sessions e.g. practical vs reflective

Impacts

Continued use of training packs

Form the basis of a 'minimum curriculum'

Standardised training across Foundation Programmes

Looking Ahead

- Continue piloting training packs e.g. raising concerns
- Make training packs available online and easily accessible
- Design and pilot new training packs e.g. ethical leadership