

By the end of this course, psychiatry residents will develop the following knowledge and practice skills:

- **Mastery of Terminology:** Residents will become familiar with ethical concepts and principles relating to the practice of psychiatry. This goal helps residents develop core competency skills pertaining to medical knowledge.
- **Effective Ethically Sound Communication with Other Providers:** Residents will learn directly how the way that they communicate can effect patient care, others' opinions of their professionalism and how they are viewed by other physicians and health care team colleagues. This goal will help residents develop core competency skills pertaining to patient care, interpersonal and communication skills and professionalism.
- **Ethical Dilemma Resolution:** Residents will learn to directly apply the concepts they have mastered in this curriculum to their everyday professional practice. This goal helps residents develop core competency skills pertaining to patient care, practice-based learning, professionalism and system-based practice.

The purpose of this bioethics curriculum is to provide an introductory foundation of principles and methodology so that the psychiatry resident at the end of their training has not just satisfied the milestone requirements of awareness of ethical conflict, but can also practice with ethical competence. Rapidly changing systems of health care delivery, technology and culture increase the occurrences of ethical conflict for physicians: between physician and patient, as well as between physicians and the systems that govern them.

A foundation in ethical principles and methodology is necessary to effectively perform services and to maintain personal integrity. Research ethics are well embedded into undergraduate and medical education and business ethics are mandated as annual training within hospital environments. However, there is a lack of foundational training in ethical principles and methodology. Ethics training is most often presumed to have occurred prior to post-graduate medical training, but it is often piecemeal and culturally bound.

The American Psychiatric Association has prepared a set of ethical principles for its members, but even training on that guideline is not required by the American Board of Psychiatry and Neurology milestone principles for ethical competency [DeFancis 2009 and Milestones].

The Accreditation Council for Graduate Medical Education (ACGME) that establishes educational accreditation standards for residency programs in the United States developed 6 general physician competencies and residency institutional requirements in 1999. (1) The core competencies include patient care, medical knowledge, practice based learning and improvement, interpersonal and communication skills, professionalism and systems based practice.

In this curriculum, we will touch on several of these core competencies in order to provide psychiatric residents with a fundamental curriculum that will help to familiarize them with some of the ethical concerns they will be faced with, not only in the context of their clinical

training in psychiatry, but also with concepts that they need to master in order to help them practice ethically as supervising psychiatrists and teachers. The following charts may be used in the curriculum to assess these core competencies.

MK6. Practice of Psychiatry					
A: Ethics					
B: Regulatory compliance					
C: Professional development and frameworks					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>1.1/A Lists common ethical issues in psychiatry</p> <p>1.2/B Recognizes and describes institutional policies and procedures¹</p> <p>1.3/C Lists ACGME Competencies</p>	<p>2.1/A Lists and discusses sources of professional standards of ethical practice</p> <p>2.2/A Lists situations that mandate reporting or breach of confidentiality</p> <p>2.3/C Describes how to keep current on regulatory and practice management issues</p>	<p>3.1/A Discusses conflict of interest and management</p> <p>3.2/B Describes applicable regulations for billing and reimbursement</p>	<p>4.1/B Describes the existence of state and regional variations regarding practice, involuntary treatment, health regulations, and psychiatric forensic evaluation</p> <p>4.2/C Describes professional advocacy²</p> <p>4.3/C Describes how to seek out and integrate new information on the practice of psychiatry</p>	<p>5.1/B Describes international variations regarding practice, involuntary treatment, and health regulations</p> <p>5.2/C Proposes advocacy activities, policy development, or scholarly contributions related to professional standards</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
Footnotes:					
<p>¹"Institutional policies and procedures" refers to those related to the practice of medicine and psychiatry at the specific institution where the resident is credentialed. These include a Code of Conduct (addressing gifts, etc.) and privacy policies (related to HIPAA, etc.), but not patient safety policies. These are usually covered during an orientation to the institution and program.</p> <p>² Advocacy includes efforts to promote the wellbeing and interests of patients and their families, the mental health care system, and the profession of psychiatry. While advocacy can include work on behalf of specific individuals, it is usually focused on broader system issues, such as access to mental health care services or public</p>					
awareness of mental health issues. The focus on larger societal problems typically involves work with policy makers (state and federal legislators) and peer or professional organizations (American Psychiatry Association (APA), National Alliance on Mental Illness (NAMI), etc.).					

PROF1. ¹ Compassion, integrity, respect for others, sensitivity to diverse patient populations ^{2,3} , adherence to ethical principles					
A: Compassion, reflection, sensitivity to diversity					
B: Ethics					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	<p>1.1/A Demonstrates behaviors that convey caring, honesty, genuine interest, and respect for patients and their families</p> <p>1.2/A Recognizes that patient diversity affects patient care</p> <p>1.3/B Displays familiarity with some basic ethical principles (e.g., confidentiality, informed consent, professional boundaries)</p>	<p>2.1/A Demonstrates capacity for self-reflection, empathy, and curiosity about and openness to different beliefs and points of view, and respect for diversity</p> <p>2.2/A Provides examples of the importance of attention to diversity in psychiatric evaluation and treatment</p> <p>2.3/B Recognizes ethical conflicts in practice and seeks supervision to manage them</p>	<p>3.1/A Elicits beliefs, values, and diverse practices of patients and their families, and understands their potential impact on patient care</p> <p>3.2/A Routinely displays sensitivity to diversity in psychiatric evaluation and treatment</p> <p>3.3/B Recognizes ethical issues in practice and is able to discuss, analyze, and manage these in common clinical situations</p>	<p>4.1/A Develops a mutually agreeable care plan in the context of conflicting physician and patient and/or family values and beliefs</p> <p>4.2/A Discusses own cultural background and beliefs and the ways in which these affect interactions with patients</p>	<p>5.1/A Serves as a role model and teacher of compassion, integrity, respect for others, and sensitivity to diverse patient populations</p> <p>5.2/B Leads resident case discussions regarding ethical issues</p> <p>5.3/B Adapts to evolving ethical standards (i.e. can manage conflicting ethical standards and values and can apply these to practice)</p> <p>5.4/B Systematically analyzes and manages ethical issues in complicated and challenging clinical situations</p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:					
<p>Footnotes:</p> <p>¹The two Professionalism subcompetencies (PROF1 and PROF2) reflect the following overall values: Residents must demonstrate a commitment to carrying out professional responsibilities and adherence to ethical principles. Residents must develop and acquire a professional identity consistent with values of oneself, the specialty, and the practice of medicine. Residents are expected to demonstrate compassion, integrity, and respect for others; sensitivity to diverse populations; responsibility for patient care that supersedes self-interest; and accountability to patients, society, and the profession.</p> <p>²Diversity refers to unique aspects of each individual patient, including gender, age, socioeconomic status, culture, race, religion, disabilities, and sexual orientation.</p> <p>³For milestones regarding health disparities, please see SBP2.</p>					

References:

1. Accreditation Council for Graduate Medical Education. October 2011. Retrieved from https://www.acgme.org/Portals/0/PFAssets/PublicationsPapers/pp_GMEGuide.pdf. Accessed November 13, 2017.