

ICE *Lesson Plan*

ETHICAL REASONING IN PRACTICE



This lesson plan is designed to supplement your lecture on how to identify and develop clinical reasoning, specifically related to a professional code of ethics and ethical reasoning.

Learning Objectives

By the end of this activity, the successful student will be able to:

1. Describe how ethical reasoning is used in clinical practice.
2. Explain practitioner actions that result from ethical reasoning.
3. Identify the appropriate ethical principles that influence client-practitioner interactions
4. Discuss ethical principles that influence the professional discipline and state practice laws.

This activity supports the requirements for:

- *The Accreditation Council for Occupational Therapy (ACOTE) standards for the occupational therapist and occupational therapy assistant B.3.7, B.4.10, B.7.1*
- *The Commission on Education for Physical Therapy Education (CAPTE) standards for the physical therapist and physical therapy assistant 7B, 7D4, 7D6*

LEARNING ACTIVITIES

Watch

Assign this video for students to watch before, during, or after class: **Sitting Balance in Acute Care, Part 1: Trunk Control**. In this 2-minute video, the clinician engages a stroke survivor in therapy and assists him to move from supine to sitting on the edge of the bed.

Discuss

Stimulate small or large group discussions with questions, such as:

1. Why does the practitioner facilitate some of the movements before gaining the client's verbal consent?
2. How does the therapist utilize ethical reasoning to deliver appropriate interventions?
3. Which ethical principles are utilized, according to your discipline's standards?
4. What knowledge or skills does the clinician possess that are foundational to her ability to reason through this situation?
5. What other types of clinical reasoning does the therapist utilize to effectively deliver this intervention?
6. How does therapeutic use of self influence the clinician's interactions with this client?



Create an assignment

REFLECTION:

- Have students read their professional code of ethics, according to the discipline's national standards, and complete a worksheet to describe each of the ethical principles in their own words.
- Have students read their state practice act and identify how ethics are incorporated into their clinical practice.

These would be great to use as flipped classroom assignments prior to class.

INTERVENTION / ACTION PLANNING:

- Working in small groups, have students watch additional videos and discuss which ethical principle is of primary importance
- Develop an intervention that supports the client's rights and still achieve therapeutic goals.
- If you feel that an ethical principle is possibly being violated, what actions could you take to protect your patients and your professional practice?

DOCUMENTATION:

Have students write a SOAP note based on the video, with a focus on reflecting the ethical reasoning and skilled nature of the services provided.



Watch more!

Search the ICE Video Library for additional videos that can be used for this topic. Expand on the ethical principles in each example.

Here are three examples:

- **Ambulation, Part 1: Patient Refuses**
- **Acute Care Part 4: Dizziness while Standing**
- **Multiple Sclerosis, Problems Observed in the Home: Part 3**

Developed by
Lynne Murphy, EdD, OTR/L
Assistant Professor
East Carolina University, Department of Occupational Therapy
Greenville, NC