

Study of knowledge and practice of healthcare ethics in Ain Shams University Hospitals

Thesis

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CONTENTS

Title	Page No.
<u>Introduction</u>	1
<u>Aim of the Work</u>	٣
<u>Review of Literature</u>	
• Historical Review	٤
• The Four Principles of Healthcare Ethics	٦
• Application of Ethical Principles in Healthcare Profession.....	24
• Patients' Rights	96
<u>Subjects and Methods</u>	١08
<u>Results</u>	1١4
<u>Discussion</u>	1٧7
<u>Conclusion</u>	234
<u>Recommendations</u>	235
<u>Summary</u>	241
<u>References</u>	2٥3
<u>Appendices</u>	
<u>Arabic Summary</u>	٩-١

List of Abbreviations

Abbreviation	Meaning
AMA	American Medical Association
ASU	Ain Shams University
BMA	British Medical Association
CME	Continuous Medical Education
DNR	Do-not-resuscitate
EHRs	Electronic health records
HIV	Human immunodeficiency virus
IC	Informed consent
WMA	World Medical Association
STD	Sexually transmitted disease
UK	United Kingdom

LIST OF TABLES

Table No	Title	Page No
Table (1)	Percentage of the respondents regarding their occupation in Ain shams university hospitals	114
Table (2)	Chi-square statistical analysis of demographic and professional characteristics of the respondents	115
Table (3)	Percentage of the respondents regarding the frequency of ethical/legal problems	117
Table (4)	Chi-square statistical analysis of the most identified ethical issue/s in the course of respondents' work in ASU hospitals	119
Table (5)	Percentage of the respondents as regards importance of knowledge of ethics in the work	120
Table (6)	Percentage of the respondents regarding their knowledge of laws related to work	121
Table (7)	Percentage of the respondents as regards their interest in knowing about ethics	122
Table (8)	Chi-square statistical analysis as regards respondents' knowledge about sources of knowledge of healthcare ethics	123
Table (9)	Chi-square statistical analysis as regards respondents' knowledge about sources of knowledge of law related to healthcare	125

LIST OF TABLES (CONT...)

Table No	Title	Page No
Table(10)	Chi-square statistical analysis regarding respondents' knowledge about the main international ethical guidelines	126
Table (11)	Chi-square statistical analysis regarding respondents' preference in consulting on an ethical problem	127
Table (12)	Chi-square statistical analysis regarding respondents' preference in consulting on a legal problem	12 ⁹
Table (13)	Chi-square statistical analysis regarding respondents' knowledge of existence of ethics committee in ASU hospitals	131
Table (14)	Chi-square statistical analysis regarding respondents' awareness about the roles of ethics committee	132
Table (15)	Chi-square statistical analysis as regards respondents' knowledge about the principles of healthcare ethics	13 ^o
Table (16)	Chi-square statistical analysis regarding respondents' knowledge about the main purposes of informed consent	13 ^٦
Table (17)	Chi-square statistical analysis regarding respondents' knowledge about the capacity to consent for procedure	13 ^٨

LIST OF TABLES (CONT...)

Table No	Title	Page No
Table (18)	Percentage of the respondents regarding their knowledge about the best person to obtain consent in invasive or surgical procedures	139
Table (19)	Chi-square statistical analysis as regards respondents' knowledge about confidentiality and privacy	141
Table (20)	Percentage of the respondents regarding their knowledge about the right of competent patients to refuse treatment	143
Table (21)	Chi-square statistical analysis as regards respondents' knowledge about when it is acceptable to withhold truth	144
Table (22a)	Chi-square statistical analysis of respondents' attitude and practice as regards some issues in healthcare ethics	145
Table (22b)	Chi-square statistical analysis of respondents' attitude and practice as regards some issues in healthcare ethics	147
Table (22c)	Chi-square statistical analysis of respondents' attitude and practice as regards some issues in healthcare ethics	149

LIST OF TABLES (CONT...)

Table No	Title	Page No
Table (22d)	Chi-square statistical analysis of respondents' attitude and practice as regards some issues in healthcare ethics	101
Table (22e)	Chi-square statistical analysis of respondents' attitude and practice as regards some issues in healthcare ethics	153
Table (22f)	Chi-square statistical analysis of respondents' attitude and practice as regards some issues in healthcare ethics	155
Table (23)	Chi-square statistical analysis regarding instruments for learning ethics	160
Table (24)	Chi-square statistical analysis regarding instruments for learning law	162
Table (25)	Percentage of the patients regarding their demographic characteristics	164
Table (26)	Percentage of the patients regarding their clinical characteristics	165
Table (27)	Percentage of patients regarding their perception about doctor's ethical practice as regards clinical examination	166

LIST OF TABLES (CONT...)

Table No	Title	Page No
Table (28)	Percentage of patients regarding their perception about the provided medical information	167
Table (29)	Percentage of patients regarding their perception about the adequacy of time to ask	168
Table (30)	Percentage of patients regarding their perception about the doctor's practice of privacy and confidentiality	169
Table (31)	Percentage of patients regarding refusal of treatment	171
Table (32)	Percentage of patients involved in the informed consent process before invasive or surgical procedures	172
Table (33)	Percentage of patients' awareness of who had performed the invasive procedure/ the surgery	174
Table (34)	Percentage of patients as regards participation in research work	175
Table (35)	Chi-square analysis of gender differences regarding patients' perception of the privacy and confidentiality	176

LIST OF FIGURES

Fig. No	Title	Page No
Figure(1)	Pie chart shows the frequency of ethical/legal problems encountered by the respondents in ASU hospitals	118
Figure (2)	Pie chart shows respondents' knowledge about the sources of knowledge of healthcare ethics	124
Figure (3)	Column chart shows the percentage of respondents' preference in consulting on an ethical problem in ASU hospitals	130
Figure (4)	Column chart shows the percentage of respondents' preference in consulting on a legal problem in ASU hospitals	130
Figure (5)	Bar chart shows respondents' awareness about the roles of ethics committee	134
Figure (6)	Column chart shows respondents' knowledge about the best person to obtain consent in invasive or surgical procedures in ASU hospitals	140
Figure (7)	Column chart shows respondents' knowledge about confidentiality and privacy in ASU hospitals	142

LIST OF FIGURES (CONT...)

Fig. No	Title	Page No
Figure (8)	Column chart shows the respondents' attitude and practice as regards some issues in healthcare ethics	157
Figure (9)	Column chart shows the respondents' attitude and practice as regards some issues in healthcare ethics	157
Figure (10)	Column chart shows the respondents' attitude and practice as regards some issues in healthcare ethics	158
Figure (11)	Column chart shows the respondents' attitude and practice as regards some issues in healthcare ethics	158
Figure (12)	Column chart shows the respondents' attitude and practice as regards some issues in healthcare ethics	159
Figure (13)	Column chart shows the respondents' attitude and practice as regards some issues in healthcare ethics	159
Figure (14)	Column chart shows the percentage of patients' perception about the doctor's practice of confidentiality and privacy in ASU hospitals	170

INTRODUCTION

The need for healthcare professionals to understand the subject of ethics has dramatically increased in the past ten years. The development of healthcare ethics is closely associated with the advancement of the different professions, the advent of people's rights, and demand for improved healthcare (**Hawley, 2007**).

Healthcare ethics deals with ordinary everyday practice as well as with the unusual, dramatic, and contentious. It often involves a search for reasoned answers in situations where different moral concerns, interests or priorities conflict. This requires critical scrutiny of the issues and careful consideration of various options (**Sommerville, 2003**).

Modern healthcare has given rise to extremely complex and multifaceted ethical dilemmas because of development in the field of medical technology, genetics, organ transplantation, reproductive technology, and stem cell research (**Manson, 2008**).

Traditional medical training offers little help in resolving the ethical dilemmas encountered by healthcare professionals.

There are many recommendations to strategize the teaching of medical ethics, most of it emphasizing the importance of tailoring it to the needs of the particular society in which it would be relevant. Medical ethics teaching should also be all inclusive, such as the teaching the value of 'heart' over 'mind' **(Coulehan, 2005)**.

In order to formulate ethical curriculum relevant to every region, the first step may be to determine the current basic knowledge and attitudes of the healthcare practitioners in the region. There have been few standard yardsticks designed to measure what is known and practiced, so that educational efforts may be better targeted **(Hicks et al., 2001)**.