



Ética Clínica /Educación médica

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Pediatra Profesor asistente USS

COMPETENCIAS CLAVE

- Conocimiento basado en evidencia científica.
- Ética clínica
- Comunicación efectiva
- Trabajo en equipo.

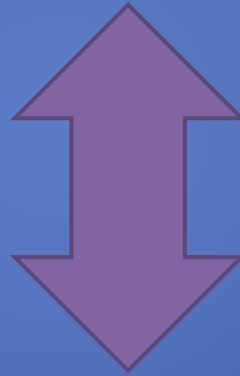




- ÉTICA CLÍNICA y BIOÉTICA ¿ son lo mismo?

“Puente”

Ciencia → conocimiento progresivo
Técnica → posibilidades infinitas
Pero... ¿Con qué fin? ¿A qué costo?



Humanidades → ¿Quiénes somos los seres humanos?
Ética, Derecho → ¿Quiénes debemos ser?

Algunas preguntas fundamentales...

¿Quiénes somos? ¿Quiénes debemos ser?



- → seres animales
- → individuos
- → seres sociales
- → seres culturales
- → seres familiares
- → seres históricos
- → seres poderosos
- → seres vulnerables
- → ...

Algunas temáticas Bioéticas

Valor del ser humano

Inicio de la Vida
(aborto,
eugenesia)

Fin de la Vida
(eutanasia, suicidio
asistido)

Estándares –
calidad de vida

Derechos humanos
– Derechos de los
pacientes

Algunas temáticas Bioéticas

Relación médico
– paciente

Autonomía –
Paternalismo

Consentimiento
informado

Confidencialidad
médica

Encarnizamiento
terapéutico

Rechazo de
tratamientos
médicos

Algunas temáticas Bioéticas

Investigación
en seres
humanos

Investigación
en animales

Protección del
patrimonio
genético

Salud pública,
rol del Estado

Administración
del recursos en
salud

Comités de
Bioética

ÉTICA CLÍNICA

Siegler 2019 The J of Clinical Ethics

- CME is an intrinsic part of medicine and is not a branch of bioethics or philosophical ethics or legal ethics.
- CME must be practiced and applied not by nonclinical bioethicists, but rather by licensed clinicians in their routine, daily encounters with inpatients and outpatients
- CME addresses many clinical issues such as truth-telling, informed consent, confidentiality, surrogate decision making, and end-of-life care, while also encouraging personal, humane, and compassionate interactions between experienced clinicians and patients.

ÉTICA CLÍNICA

Siegler 2019 The J of Clinical Ethics

- Physicians and patients needed help, to better understand the ethical issues in daily clinical practice , so that they could **incorporate ethical analysis into their clinical decisions.**
- The goals of CME are to **improve patient care and outcomes** by helping physicians and other health professionals identify and respond to clinical-ethical challenges that arise in the daily care of patients

ÉTICA CLÍNICA

Siegler 2019 The J of Clinical Ethics

- CME helps patients, families, physicians, and other health professionals **reach good clinical decisions** by taking into account, while recognizing all the **uncertainties**, **the medical facts of the situation** (including the differential diagnosis, proposed diagnostic and therapeutic interventions, and **treatment choices**), **the patient's personal preferences and values for diagnostic interventions and therapeutic management**, as well as related ethical considerations involving the wishes of the family, financial concerns, and research and teaching activities in academic institutions.

Educación médica

- ELS (Ethical Life Support): a new teaching tool for medical ethics. Vergano et al. Critical Care (2019) 23:204
<https://doi.org/10.1186/s13054-019-2474-x>
 - Acknowledge: bases razonamiento ético/biografía y biología
 - Be aware: leyes, deberes, derechos. Roles y responsabilidades ¿quién decide?
 - Communicate
 - Deal: explora problemas éticos/pronóstico incierto/ fin de la vida/ errores médicos.

Educación médica

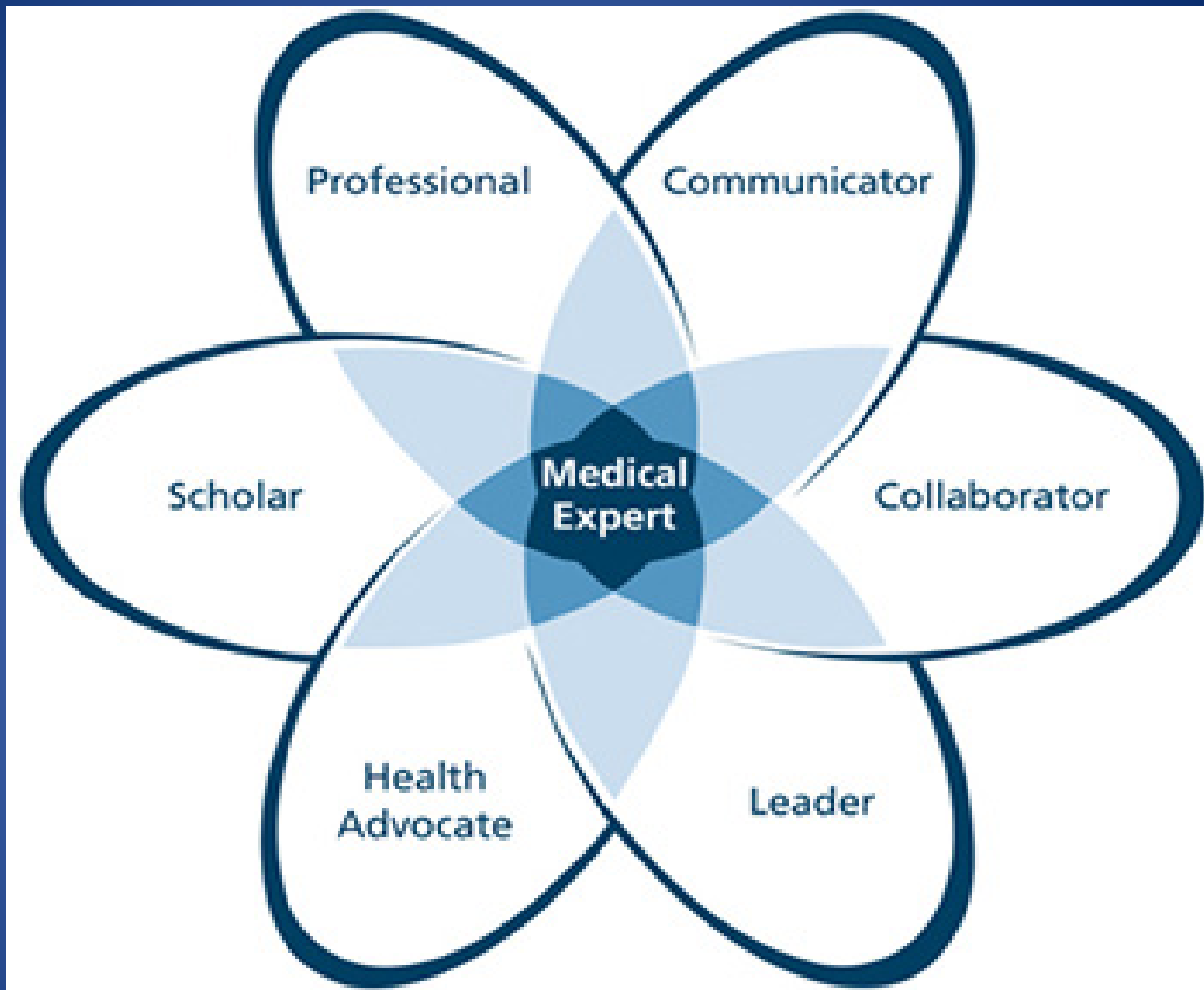
- Combining the best interest standard with shared decision-making in paediatrics. *European Journal of Pediatrics* (2021) 180:759–766
- Does teaching medical ethics ensure good knowledge, attitude, and reported practice? Shrestha et al. *BMC Med Ethics* (2021) 22:109
- An interprofessional cohort analysis of student interest in medical ethics education. DeFoor et al. *BMC Medical Ethics* (2020) 21:26
- **A Novel Peer-Directed Curriculum to Enhance Medical Ethics Training for Medical Students.** *Journal of Medical Education and Curricular Development* Volume 7: 1–10 © The Author(s) 2020

Educación médica

- Identifying disincentives to ethics consultation requests among physicians, advance practice providers, and nurses: Cederquist et al. BMC Med Ethics (2021) 22:44
 - The primary reason for physicians never having requested a consult was that they never felt the need for help (41%)
 - For APPs the primary reasons were not knowing an Ethics consult service was available (33.3%) or not knowing how to contact Ethics (27.8%)
 - For nurses, it was not knowing how to contact the Ethics consult service (30.8%) or not feeling the need for help (26.2%)

Educación médica

- LA FORMACIÓN ÉTICA DE LOS ESTUDIANTES DE MEDICINA: LA BRECHA ENTRE EL CURRÍCULO FORMAL Y EL CURRÍCULO OCULTO. *Acta Bioethica* 2007; 13 (1)
- **Child Rights and Clinical Bioethics: Perspectives in Biology and Medicine, 2015 volu:58 (3): 355–364.**
- When Adolescent and Parents Disagree on Medical Plan, Who Gets to Decide? *Pediatrics*. 2019; 144(2):e20190291
- **Medical decision-making in children and adolescents: developmental and neuroscientific aspects . Grootens-Wiegers et al. *BMC Pediatrics* (2017) 17:120**
- Limitación del esfuerzo terapéutico en cuidados intensivos pediátricos: conocimiento y actitudes bioéticas del profesional médico. [Revista Chilena de Pediatría](#) **2015: 86**, 56-60



CANMEDS

The Six Competencies, and the Continuum of Clinical Medical Education – Dreyfus (modified) Conceptual Model¹

- Medical Knowledge
- Patient Care and Procedural Skills ²
- Interpersonal and Communication Skills
- Professionalism
- Practice Based Learning and Improvement
- Systems Based Practice

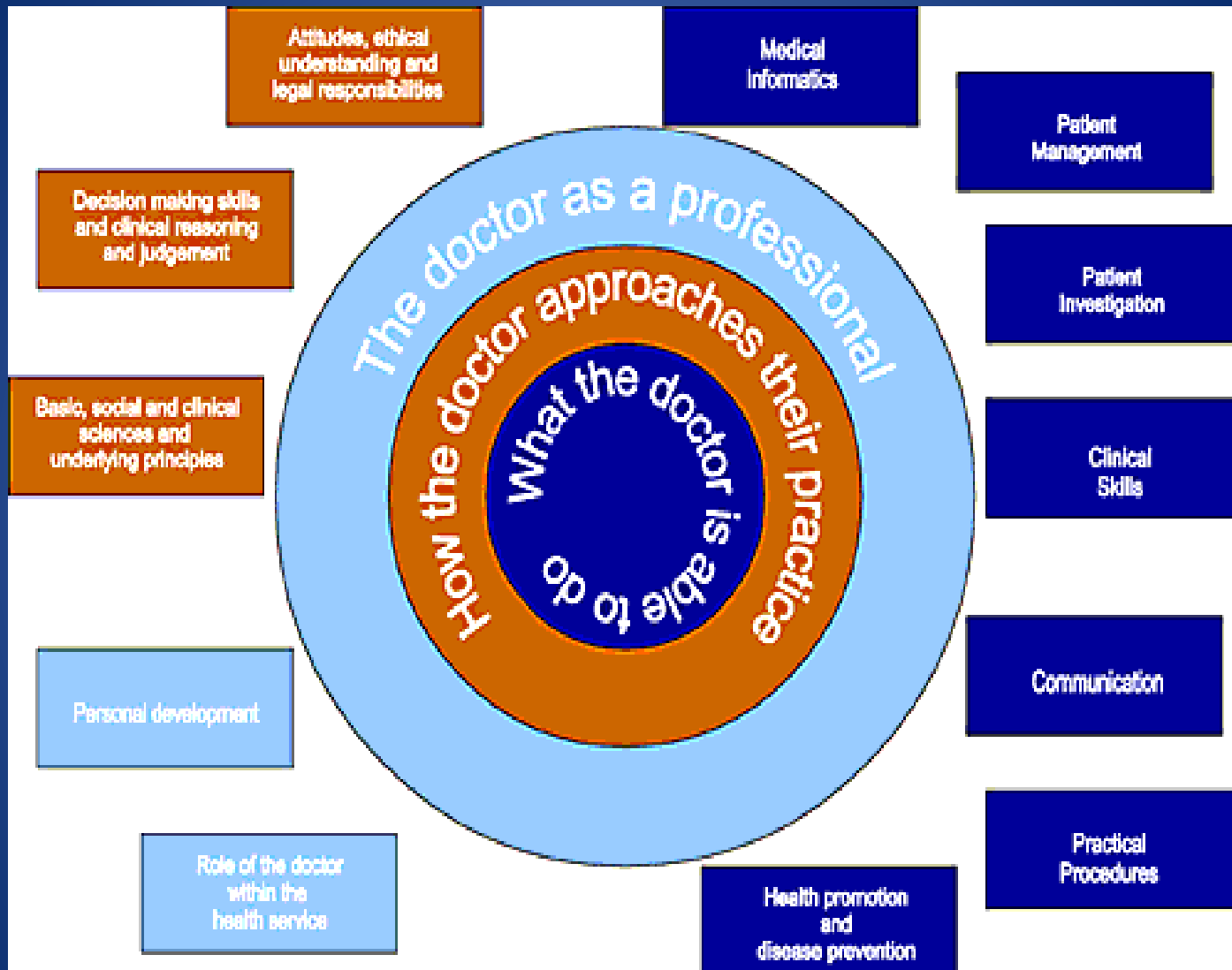
- Novice
- Advanced Beginner
- Competent
- Proficient
- Expert
- Master

- Undergraduate
- Graduate
- Continuing

¹ as presented by Leach, D., modified by Nasca, T.J.

American Board of Internal Medicine Summer Retreat, August, 1999.







**Royal College of
Paediatrics and Child Health**

Leading the way in Children's Health

RCPChH

- **Énfasis en Profesionalismo- Ética-**
Conocimiento de la legislación vigente –
Preocupación por personas vulnerables-
Trabajo en equipo- Consciencia de la
incerteza- Comunicación efectiva- Tiene
presentes los costos de salud y relación
costo-beneficio- **decisiones compartidas-**
Seguridad en todos los ámbitos- Calidad-
Evaluación constante y mejoría continua

Educación médica RCPCH

- A Paediatrician is a doctor with the knowledge and skills to manage a wide range of health problems and concerns in children. Paediatricians are not bound by age group or organ. They manage children with all kinds of problems, from acute, life-threatening illness to chronic disease and health promotion, in ages from the newborn to the late adolescent. **The Paediatrician is particularly expert in the investigation and diagnosis of children with undifferentiated symptoms and signs.** They initiate treatment that may be delivered and continued by themselves or by another person or team, according to the needs of the child. **Paediatricians are also experts in providing an interface between other professionals and agencies to coordinate the delivery of optimal care.** They are able to step in to lead and oversee individual, tailored care whenever appropriate. **As a result, Paediatricians develop a wide variety of skills allowing them to provide holistic child-centred care across the full range of paediatric specialties.** They may develop significant expertise in specialised paediatric areas, but will always maintain their knowledge and skills across the full breadth of child health. **This allows care for the majority of sick and unwell children to be supervised by a single doctor**

A report from the Royal College of Physicians (RCP) concluded ethics support is required wherever healthcare is provided, as the practice of ethical medicine depends on the ethical understanding by all healthcare professionals

GRACIAS



UNIVERSIDAD
SAN SEBASTIAN

Solicitudes

- Cooperar con investigación clínica sobre ética médica y trabajo en equipo de residentes de primer año.
- Cooperar con Dra. Raquel Lipchak y Dra. Alexis Strickler en tarea de diplomado de docencia universitaria, en el diseño de un instrumento para solicitar al CEC del HPM, la evaluación de un paciente pediátrico.

GRACIAS



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