

Development of an Ethics Curriculum for Anesthesiology Trainees

Anesthesiologists have broad representation in clinical practice, the perioperative space, intensive care settings, pain management, palliative care and emergency care, as well as in research, medical school education, journal review boards and administrative teams. Despite this breadth of involvement and the ethical dilemmas that often arise in these settings, there is a documented lack of training in biomedical ethics in anesthesiology training programs. A 2019 needs assessment survey found that just half of the training programs in the US have an established ethics training program, and only 58% of respondents believed that residents were competent to handle ethical dilemmas upon graduation (Raymond et al 2019).

To wit, there is a need to establish which ethical topics are deemed most important for inclusion in a biomedical ethics curriculum for anesthesiology trainees. The current study, led by Dr. Raymond Pla, who is an anesthesiologist, assistant professor and ethics committee member at the George Washington University Medical School, aims to gather data in order to guide robust ethics curriculum development for anesthesiology training programs nationwide. The attached RedCap survey should take no longer than 10 minutes to complete, and responses will remain entirely anonymous. Recipients of the survey have been identified as scholars in the field of biomedical ethics, whose expertise will be immensely valuable to achieving the aim of the study.

Please read the attached consent form before completing the survey.

[Attachment: "Consent Form.pdf"]

I have read and understand the consent form for this survey.

- Yes
 No

What is your age?

What is your gender?

- Male
 Female
 Non-binary
 Prefer not to say

What is your race/ethnicity? For purposes of this question, persons of Spanish/Hispanic/Latino origin may be of any race.

- American Indian or Alaska Native
 Asian
 Black or African American
 Native Hawaiian or Other Pacific Islander
 White
 Other
 Prefer not to say
 (Check all that apply)

What is your geographic region?

- Midwest - IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI
 Northeast - CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, RI, VT
 Southeast - AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV
 Southwest - AZ, NM, OK, TX
 West - AK, CA, CO, HI, ID, MT, NV, OR, UT, WA, WY

Which of the following graduate degrees to you hold?

- Doctoral (Ph.D.)
 - Doctor of Dental Surgery (D.D.S.)
 - Juris Doctor (J.D.)
 - Medical Doctor (M.D., D.O.)
 - Master of Public Health (MPH)
 - Other master degree
 - Other graduate degree
 - None
- (Check all that apply)

Are you primarily a clinician or non-clinician?

- Clinician
- Non-clinician

The following is a list of topics that may be considered for inclusion in an ethics curriculum for anesthesiology trainees. Please rank EACH topic based on how relevant it is to this curriculum (0=not at all important, 4=extremely important)

	0	1	2	3	4
Broad schools of thought: Principlism, Consequentialism, Virtue Ethics, Deontology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural influences on autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity to consent, with special attention to pediatrics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capacity to refuse elective vs. life-saving treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Precedent autonomy and advanced directives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of surrogate decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coercion, persuasion, manipulation: Which (if any) is ethical?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Approach to "DNR status" in the operating room	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating patient beliefs that may impair care (i.e. Jehovah's witness and blood transfusion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact of restraints (medical, behavioral, law-enforcement) on patient autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensitive testing and reporting in pediatric populations (e.g. pregnancy, drugs/ alcohol, HIV)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applications of "double effect" in anesthesiology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The role of surgical interventions: therapeutic trial vs. euthanasia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Futility" in end-of-life care: when to withdraw life support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical criteria for "brain death" and consequences of this definition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical timelines for organ donation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical obligations in pain treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical considerations in opioid prescribing, with special attention to addicted patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The role of palliative care and justice in medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historical ethical failures/crimes (i.e. WWII, Tuskegee & Henrietta Lacks) and outcomes (i.e. Nuremberg Code, Belmont Report)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics of research involving symptoms that have known effective treatments (i.e. pain, anxiety)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrollment and consent of vulnerable populations (children, women in labor, incarcerated individuals) in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflicts of interest in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical and regulatory functions of institutional review boards (IRBs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical implications of distinguishing research from quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publication ethics: authors, data integrity, plagiarism, peer reviewers, journal editors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The impaired anesthesiologist (e.g. addiction, sleep deprivation): ethical vs legal considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical justifications for requiring diversity in clinical trials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical considerations of diversity and inclusion initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The disruptive/abusive physician: ethical vs legal considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual harassment: ethical vs legal considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discrimination: ethical vs legal considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disclosure of medical errors: ethical vs legal considerations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical considerations of expert testimony given by a physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical considerations of physician response to natural disasters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Justice vs consequentialism in a mass casualty or pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethics of physician participation in state-sponsored execution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical considerations of research involving animal subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any topics not listed above that you believe should be included in a biomedical ethics training curriculum for anesthesiology trainees?

_____ (Optional)

Other comments

_____ (Optional)