

Module 16: Professional Ethics

Purpose	To provide participants with the necessary attitudes, motivation, and knowledge to apply ethical conduct to HIV rapid testing.
Pre-requisite Modules	Module 5. Assuring Quality of HIV Rapid Testing
Module Time	45 minutes
Learning Objectives	At the end of this module, you will be able to: <ul style="list-style-type: none">• Describe ethical issues related to HIV rapid testing• Explain the importance of professional ethics• Apply ethical conduct to HIV rapid testing• Take appropriate actions to maintain client confidentiality

Module Overview

Step	Time	Activity/ Method	Content	Resources Needed
1	2 min	Presentation	Module introduction	Slides 1-3; Prepared flipchart – content outline
2	30 min	Presentation Discussion Role-play	Ethical issues in HIV rapid testing; what and why important	Slides 4-12 Setup for role-play
3	10 min	Presentation Discussion	Applying ethics to HIV rapid testing	Slide 13-16
4	3 min	Q&A	Summary Key messages	Slide 17-18

Material/Equipment Checklists:

- PowerPoint slides or transparencies
- Overhead projector or computer w/LCD projector
- Flipchart
- Handouts:
 - Guidelines for Ethical Behavior (ASCP)
 - Code of Ethics (IFBLS Code of Ethics)

Teaching Guide

Slide Number	Teaching Points
1	<p><u>Module 16: Professional Ethics</u></p> <p>DISPLAY this slide before you begin the module. Make sure participants are aware of the transition into a new module.</p>
2	<p><u>Learning Objectives</u></p> <p>STATE the objectives on the slide</p>
3	<p><u>Content Overview</u></p> <p>EXPLAIN the topics that will be covered in this module.</p>
<p>Flipchart</p> 	<p>WRITE the content outline on a flipchart prior to training.</p> <p>REFER to it frequently to orient participants to where they are in the module.</p>
 <p><i>TIPS</i></p> <p>4-6</p>	<p>These three slides are introduced before ethics is defined (in slide #8). The intent is to provide the context and examples of the ethical dilemma that participants will likely face on their job. These examples will help them better grasp the abstract concept of ethics. Facilitate a discussion around each scenario.</p>
<p>4</p> <p>Flipchart</p> 	<p><u>Scenario I</u></p> <p>ASK a participant (or volunteer) to read the scenario on the slide.</p> <p>FACILITATE a discussion.</p> <p style="padding-left: 40px;">ASK participants:</p> <ul style="list-style-type: none"> ▪ What are the issues here? ▪ What is the right thing to do? ▪ What are the consequences if you don't do the right thing? ▪ How hard is it for you to do the right thing? <p>WRITE participant responses on the flipchart.</p>

Slide Number	Teaching Points
<p>5</p> <p>Flipchart</p> 	<p><u>Scenario II</u></p> <p>ASK a participant (or volunteer) to read the scenario on the slide.</p> <p>FACILITATE a discussion.</p> <p>ASK participants:</p> <ul style="list-style-type: none"> ▪ What are the issues here? ▪ What is the right thing to do? ▪ What are the consequences if you don't do the right thing? ▪ How hard is it for you to do the right thing? <p>WRITE participant responses on the flipchart.</p>
<p>6</p> <p>Flipchart</p> 	<p><u>Scenario III</u></p> <p>ASK a participant (or volunteer) to read the scenario on the slide.</p> <p>FACILITATE a discussion.</p> <p>ASK participants:</p> <ul style="list-style-type: none"> ▪ What are the issues here? ▪ What is the right thing to do? ▪ What are the consequences if you don't do the right thing? ▪ How hard is it for you to do the right thing? <p>WRITE participant responses on the flipchart.</p>

Slide Number	Teaching Points
7	<p><u>What Could Be the Consequences of...</u></p> <p>SUMMARIZE the discussion using this slide.</p> <p>REFER participants back to the points captured on the flipchart.</p> <p>STATE the following key points, if <u>not</u> already captured:</p> <ul style="list-style-type: none"> • A false positive HIV result can lead to: <ul style="list-style-type: none"> ▪ Considerable personal stress ▪ Family and marital problems • A false negative result can lead to: <ul style="list-style-type: none"> ▪ Increased transmission • Each result you report is connected to a patient/client. <ul style="list-style-type: none"> ▪ A lot is at stake – people’s health, lives, mental health. The emotional costs of a wrong result can be huge. Also the health consequences can be enormous ▪ Considerable personal stress also includes depression, fear and even suicidal tendencies. • You must strive to do the right things right.
8	<p><u>What Is Ethics?</u></p> <p>STATE the definition on the slide.</p>
9	<p><u>Why is Ethics Important?</u></p> <p>STATE the text on the slide.</p> <p>CONCLUDE In other words if we do not apply a code of ethics the patient or someone else will suffer.</p>
<p>10</p> <p>Flipchart</p> 	<p><u>Scenario IV</u></p> <p>STATE the scenario on the slide.</p> <p>FACILITATE a discussion.</p> <p>ASK participants:</p> <ul style="list-style-type: none"> ▪ What are the issues here? ▪ What is the right thing to do? ▪ What are the consequences if you don’t do the right thing? ▪ How hard is it for you to do the right thing? <p>WRITE participant responses on the flipchart.</p>

Slide Number	Teaching Points
11	<p><u>Maintaining Confidentiality</u></p> <p>STATE the points on the slide.</p> <p>ADD the following points:</p> <ul style="list-style-type: none"> • Prior to testing, clients should be informed about the purpose, advantages, and disadvantages of testing. This process ensures understanding of the Counseling-Testing process. • Keeping information confidential means that it is kept a secret from everyone. <p>EMPHASIZE People often violate ethics not because they mean to, but because they are careless. Therefore, we must be extra vigilant about ethical conduct.</p>
 <p>TIPS</p> <p>12</p>	<p>Prior to the module (preferably a day or two before):</p> <ul style="list-style-type: none"> • IDENTIFY appropriate people (volunteers from participants or other facilitators) to play the roles. • PREPARE them for the task by explaining the intent, plot, and background of the role-play. • HELP them develop their script or lines for a 3-5 minute play. • PROVIDE ample time for them to rehearse. The better prepared they are, the more successful the role-play will be, and the more impact it has on the participants. • SECURE props for role-play, e.g., dining table, chairs, glasses, beer bottles, notepad for taking orders. <p><u>Plot for the Role-Play</u></p> <p><i>Two friends (Kathy and Judy) from different test sites met for dinner one evening at a local restaurant. Their conversation evolved from the usual discussion about family into a discussion about work. Kathy commented that she felt sorry for Sue, a very pretty lady, who is now 5 months pregnant and was just diagnosed with HIV.</i></p>

Slide Number	Teaching Points
12	<p><u>Role-Play</u></p> <p>INTRODUCE the role-play and the characters in the role-play.</p> <ul style="list-style-type: none"> • You are going to watch a role-play. • There are two roles – Kathy and Judy. They are both community counselors and each works at a different HIV rapid testing site. They are meeting for dinner at a restaurant. • The role-play will take about 3-5 minutes. <p>DISCUSS the questions on the slide.</p> <p>DEBRIEF by summarizing key discussion points.</p>
13	<p><u>Who is Responsible for Ethics?</u></p> <p>ELABORATE the points on the slide.</p> <ul style="list-style-type: none"> • Everyone at a testing site plays a part. • Your testing site may not have all the categories of staff mentioned, nevertheless anyone who plays a part in testing or has access to the test results must adhere to ethical conduct. • They may cheat in some way, damage specimens, falsify results, or inform other people about results. Equally they can decide to ensure that specimens are delivered, recorded, stored and reported with high quality.

Slide Number	Teaching Points
14	<p><u>How Do We Apply Ethics To HIV Rapid Testing?</u></p> <p>PROVIDE the following examples.</p> <ul style="list-style-type: none"> • Work done <ul style="list-style-type: none"> ○ Use only kits approved for use in country ○ Ensure quality outputs – Following SOPs as written. If a test procedure calls for 20 minutes incubation or wait time, DON'T take shortcuts. Wait the full time before recording and reporting test results ○ Keep supplies and kits in safekeeping. Unauthorized use of test kits outside of the testing site is prohibited. <ul style="list-style-type: none"> ✓ If you have questions, ASK. ✓ DO NOT falsify results. • Behavior of staff - Testing staff should conduct themselves in a professional manner. Examples of professionalism include: <ul style="list-style-type: none"> ○ Dressing appropriately. If lab coat or apron is soiled, change to a clean one ○ Turning cell phones off. It is disruptive and not considerate of clients to talk on the phone during the course of testing. ○ Not discussing results of interaction with clients with others. Maintaining patient confidentiality is a MUST. • Behavior of management – Management sets the example or expectations of how staff should conduct themselves.
 <p><i>Customization Notes</i></p>	<p>If the country already has in place national policy on ethics or code of conduct, cite the specific legislation and replace slides 15-16. If not, use these two slides to guide discussion.</p>
15-16	<p>Transition</p> <p>EXPLAIN A Code of Ethics is an expression of basic values - the principles and standards by which you should conduct yourself</p> <p>STATE A number of laboratory professional organizations have code of ethics, with common principles of conduct. The next 2 slides highlight principles from IFBLS and ASCP</p>

Slide Number	Teaching Points
<p>15</p> <p>Flipchart</p> 	<p><u>Code of Ethics (IFBLS)</u></p> <p>DISCUSS each point on the slide. ASK:</p> <ul style="list-style-type: none"> • What does this mean to you? • What personal action will you take to demonstrate this conduct? <p>WRITE participant responses on the flipchart.</p> <p>STRESS the last point:</p> <ul style="list-style-type: none"> • Be accountable... you must take personal responsibility for everything you do.... be able to answer for your conduct and moral obligations to choose to do right over wrong.
<p>16</p> <p>Flipchart</p> 	<p><u>Code of Ethics (ASCP)</u></p> <p>DISCUSS each point on the slide. ASK:</p> <ul style="list-style-type: none"> • What does this mean to you? • What personal action will you take to demonstrate this conduct? <p>WRITE participant responses on the flipchart.</p> <p>CONCLUDE the discussion by summarizing key points from the flipchart.</p>
<p>17</p>	<p><u>Summary</u></p> <p>ASK participants to answer the questions on the slide.</p>
<p>18</p>	<p><u>Key Messages</u></p> <p>STATE the key messages on the slide.</p> <p>ANSWER any questions participants may have.</p>