

CAMH e-GPS Decision Making Worksheet (confidential when completed)



e-GPS

Ethical Guideposts for
Principled Solutions



This worksheet is a tool for making ethical decisions. Use it to identify the ethical dimensions of the situation and structure your thinking on what to do next. You may also use it to document your rationale and options that might be pursued, now or later. Consult with relevant others, including Ethics, if you would like help with using the tool.

Adapted from JCB Core Curriculum Working Group IDEA, which is adapted from Thomasma, D. & Marshall, P. (1995). *Clinical Medical Ethics: Cases and Readings*. Boston: University Press of America; Jonsen, A.R., Seigler, M. & Winslade, W.J. (1998). *Clinical Ethics* (4th ed). New York: McGraw Hill and Toronto Community Care Access Centre. (2005). *Community Ethics Toolkit*. Toronto: CLEOS adopted from Russell, B. (2008). An integrative and practical approach to ethics in everyday health care. *Risk Management in Canadian Health Care*, 10 (2): 9-13.

Date: _____ Involved: _____

Details: _____

Review CLEOS factors

Clinical: The problem and its history. Current care plan? Goals of treatment or intervention. Are there reasonable grounds to question capacity? Probabilities of success. Likely benefits of a good outcome. Potential harms. Can the potential harm be minimized? Cultural, privacy, religious dimensions? Provider or other conflict of interest?

Legal: Duties, restrictions, privacy and confidentiality.

Ethical: Moral values and principles, and conflicts between them; professional standards and conduct.

Organizational: CAMH purpose, policy and procedure.

Systemic: Health equity considerations.

Other important factors:

Preferences of the patient or other individual involved

What preferences have been stated? How or where? Is the individual capable now, or were they when stating these preferences? If not, how are we understanding their likely preferences? Who is the legal substitute decision maker?

Quality of life considerations

What is the patient's view of their quality of life? If they are not capable, what do appropriate others say? Consider the impact of emotions, values and experience to understand these views.

Align with our purpose

CAMH purpose: *Care, Discover, Learn and Build – to Transform Lives*

How does this relate to our purpose?

Consider Values And Principles

Vision: Transforming Lives

Values: Courage, Respect, Excellence

Purpose: Care, Discover, Learn and Build – to Transform Lives

What principles will promote our values and purpose in this situation?

Values and corresponding ethical principles Note which principles each stakeholder is trying to uphold.

Application to case/issue?

Note apparent conflict(s) between values and principles.

Some principles to consider:

Respect for autonomy: Is someone's right to make choices based on their personal values and beliefs being respected?

Dignity: Are we dealing with everyone as they wish to be treated: as individuals, with compassion, being respected, heard and understood?

Patient-centred care: Are we respecting and responding to the patient's or family's values, preferences, decisions or self-identified best interests?

Justice, fairness and equity: Are we ensuring equitable access to resources and opportunities? Are we treating people and groups fairly? Are we providing people with ways to openly express their opinions? Are we considering the social determinants of health?

Transparency: Are we communicating options and decisions, and the rationale behind them, to all involved stakeholders? Are we doing this in an accurate, timely and understandable way to help their decision making?

Diversity: Are we accommodating, protecting and supporting differences, including religious, cultural, political and other differences, among people and groups?

Plan, Do, Study, Act

What options/alternative courses of action exist?

Is each option consistent with the CLEOS factors?

What outcome would you predict for each option and how would key stakeholders be affected?

Option

Strengths

Limitations

Which option(s) is/are most ethically justifiable?

Identify the most ethically defensible option(s) and the ethical principles, likely outcomes, etc., that support it. If key stakeholders disagree, can an ethically acceptable compromise be reached?

Develop a "plan, do, study, act" scheme for the chosen option

Recommend the best option, and support its implementation.

Who is the best person or group to implement the decision, including a plan to communicate the decision and its rationale?

How will the plan be monitored, followed up and evaluated?

If an ethically defensible option cannot be agreed upon or has not been selected, what steps will be taken next?

(Apply "plan, do, study, act" cycle to ensure the situation leads to an acceptable outcome of learning and quality improvement.)