December 2024

SYLLABUS
Collaboration and Conflict in Medical and Pharmacy Practice
Saints Cosmas and Damian Health Sciences College
The Valley, Anguilla, British West Indies

Instructors

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Learning Objectives

After the course is completed, the student should be able to demonstrate and model behavioral expertise of managing conflict and empowering collaboration in a healthcare and pharmacy setting with the following skills:

Foundational Knowledge

- Ethical Frameworks: Understand major ethical theories (deontology, consequentialism, virtue ethics, principlism) and their application to healthcare and pharmacy practice.
- Medical Codes and Laws: Comprehend relevant codes of ethics (e.g., Hippocratic Oath, Pharmacist's Code of Ethics), and federal/state laws (e.g., HIPAA, patient confidentiality).
- Conflict Dynamics: Analyze the stages of conflict escalation, recognize conflict styles, and identify common causes of conflict in healthcare settings (e.g., resource allocation, end-of-life decisions, informed consent).
- Communication Skills: Master active listening, assertive communication, and non-verbal communication techniques essential for navigating difficult conversations.
- Collaboration Models: Explore interprofessional collaboration models and team-based approaches to patient care.

Applied Skills

- Conflict Resolution: Develop skills in conflict resolution techniques including negotiation, mediation, and compromise within the bounds of ethical practice.
- Ethical Decision-Making: Apply ethical frameworks and decision-making models to analyze and resolve complex ethical dilemmas encountered in healthcare and pharmacy.
- Interprofessional Collaboration: Demonstrate the ability to effectively collaborate with healthcare professionals from diverse disciplines, respecting different perspectives and expertise.

- Cultural Competency: Recognize and address cultural differences that may influence healthcare decisions and conflict dynamics.
- Managing Difficult Patients/Colleagues: Develop strategies for de-escalating conflict and communicating effectively with challenging individuals while maintaining professionalism and ethical standards.

Advanced Skills

- Systems Thinking: Analyze healthcare systems and identify potential sources of conflict, proposing systemic interventions to improve collaboration and ethical practice.
- Advocacy and Leadership: Develop skills in advocating for ethical practices and patient rights, and leading teams towards collaborative solutions.
- Self-Reflection: Engage in critical self-reflection to identify personal biases and conflict styles, promoting continuous improvement in ethical decision-making and collaboration.

Learning Objectives (Bloom's Taxonomy)

- Knowledge: *Define* the four principles of biomedical ethics (autonomy, beneficence, non-maleficence, justice).
- Comprehension: *Explain* how cultural differences can influence end-of-life care decisions.
- Application: *Apply* a conflict resolution model to a case study involving a disagreement between a pharmacist and a physician about a medication dosage.
- Analysis: *Differentiate* between ethical and legal obligations in a scenario involving patient confidentiality.
- Synthesis: *Develop* an interprofessional care plan for a patient with complex needs, incorporating the perspectives of multiple healthcare providers.
- Evaluation: *Assess* the effectiveness of a conflict resolution strategy used in a simulated patient encounter

Course Description

This course is designed to provide skills based training for advanced students interested in working in the ethical dimensions of the practice of medicine and pharmacy. This course will equip students in the skills of conflict management in clinical care settings. This is an intensive course. Students will be asked to prepare by reading the assigned materials before attending the classroom discussions and exercises. Students should expect to spend about two to three hours preparing for each classroom hour. The students will be asked to submit their final written project or exercise within two weeks of completing the onsite intensive.

In these settings, students will learn of the conflict continuum, the stages of conflict and which various strategies and techniques are appropriate to each. Early in the course, students will conduct a self-assessment to discover their own conflict response preferences and the strengths and weaknesses of each. Exercises and simulations derived from clinical care situations will provide students with opportunities to apply new strategies and learn additional techniques to better manage conflict in difficult bioethical challenges.

The course will help advanced students with an interest in clinical ethics obtain the skills and core competencies as proposed and endorsed by the American Society for Bioethics and Humanities (ASBH). More information about the ASBH Code of Ethics and Professionalism may be found at: https://asbh.org/uploads/ASBH_Code_of_Ethics.pdf (accessed December 14, 2024).

Requirements

Assigned readings are from the following texts:
- White BD. Drugs, Ethics, and Quality of Life: Cases and Materials on Ethical, Legal, and Public Policy Dilemmas in Medicine and Pharmacy Practice. New York: Informa Healthcare (Taylor & Francis), 2007. The book may be purchased online at: http://www.amazon.com/Drugs-Ethics-Quality-Life-Materials/dp/0789028565/ (accessed December 8, 2024).
- Fisher, Roger and Ury, William. Getting to Yes: Negotiating Agreement Without Giving In. Penguin Group (USA) Inc. 2011. The book may be purchased online at: https://www.amazon.com/Getting-Yes-Negotiating-Agreement-Without/dp/0143118757?asin=0143118757&revisionId=&format=4&depth=1 (accessed December 13, 2024).
- Kelly, Lois; Medina, Carmen. Rebels at Work: A Handbook for Leading Change from Within. **O'Reilly Media Inc. Sebastapol, CA. 2015.** The book may be purchased online at: https://www.amazon.com/Rebels-Work-Handbook-Leading-Change/dp/1491903953/ (accessed December 13, 2024).

Course Topics and Evaluation

It is anticipated that each participant will devote 32 contact hours to course related activities. There will be a continuing education exercise consisting of 20 multiple choice questions which each participant must complete before receiving a certificate of attendance and course completion.

Eight three-hour topical sessions are scheduled over 4 consecutive days.

The critical core of this course are the discussions and exercises that take place in the small group discussions and in the last hour of each session. Your participation and contributions to these discussions are essential. There will generally be two one-hour interactive opportunities allocated for each session. It is expected that all participants will take part in all discussions.

Goals for the Small Group Interactions (Session Second Hour):

- Encourage Interdisciplinary Dialogue: Promote open communication and understanding between pharmacists and physicians by exploring diverse perspectives on shared ethical and professional challenges.
- Foster Critical Thinking: Allow participants to delve deeply into complex issues, weigh potential solutions, and consider the implications of their professional roles.
- Experiment in the application of conflict management and collaboration skills in simulated clinical facts settings
- Create a Safe Space for Reflection: Provide an opportunity for participants to share experiences, raise concerns, and explore ethical dilemmas in a confidential and supportive environment.
- Generate Practical Insights: Encourage groups to develop actionable ideas or recommendations that address the topic under discussion.

Goals for the Follow-Up Reporting to the Reassembled Group and Continued Discussion (Session Third Hour):

- Synthesize Key Learnings: Share insights, questions, and proposed solutions generated by the small groups to foster broader understanding and learning.
- Identify Common Themes and Divergences: Highlight recurring ideas or significant differences in perspective to deepen collective engagement with the topic.
- Promote Collaborative Problem-Solving: Use the large group discussion to refine or expand upon small group recommendations, leveraging the diversity of experience and expertise.
- Encourage Broad Engagement: Allow participants who may not have shared in smaller groups to contribute, ensuring everyone has an opportunity to participate.
- Build Consensus and Understanding: Work toward aligning ethical and professional perspectives across disciplines, creating a shared foundation for future collaboration.

Approach to Class Participation and Grading. The core of this course is the acquiring of skills to manage conflict in clinical settings. This is an experiential learning activity. Passive "participation" will not remap neural pathways to increase a student's conflict competence. Accordingly, participation in and contributions to these classes, forums, simulations and presentation constitute one hundred percent of the student's grade. In contact class settings, student performance will be measured and evaluated by contributions that advance the learning and demonstrate the skills.

Your participation will be evaluated within each session and will determine a portion of your final grade. The faculty reserves the right to assign specific writing assignments to students whose contributions to the discussion board are not

adequate. This is not designed to be punitive but to allow a student to recover from a poor week in the forums. This should not, however, be viewed as a planned alternative to forum participation.

Students are expected to prepare for and participate in a four-day intensive classroom experience by attending introductory and advanced discussions and workshops exploring the skills of conflict management in the clinical setting. Through lecture, class participation, videos, simulations and assigned readings, the student will gain a broad-based perspective on the origination of ethical conflict, its escalation and strategies for resolving it in clinical care situations. In addition, the student will begin to develop personally effective strategies and techniques which will maximize the potential for conflict competence in the role of a bioethics consultant.

Schedule

Introduction to Conflict Management in a Clinical Setting – Conflict Competence Skills Assessment and Development

In advance of the first class meeting, students must:
- Complete the **Conflict Dynamic Profile** assessment online. (Details will be sent by email in advance.
- Read: Preface, Introduction and Special Introduction to: White BD. Drugs, Ethics, and Quality of Life: Cases and Materials on Ethical, Legal, and Public Policy Dilemmas in Medicine and Pharmacy Practice.
- Read: American Society for Bioethics and Humanities (ASBH) Code of Ethics: https://asbh.org/uploads/ASBH_Code_of_Ethics.pdf
- Read: Getting to Yes, Fisher and Ury

Session One – Definitions: Ethics, Law, Public Policy, and Professionalism

- Introduction to Clinical Ethics Conflict and Collaboration
- Conflict Dynamic Profile review
- Getting to Yes review and applications
- Neuroscience of conflict and skill-based learning
- Experiential exercises

Session Two – The Heuristics of Decision Making

- ASBH Code of Ethics
- Analysis Paralysis
- Negotiating Clinical Decision Making
- The Power of Appreciative Inquiry
- Experiential Exercises

Session Three – Facilitating Clinical Decision Making

- Conflict Management Continuum

- Legal and Ethical Clinical Boundaries
- Organizationally Biased Facilitators
- Neutral Impartial Facilitators
- Obtaining Consent and Willingness
- Experiential Exercises

Session Four – Adjudicating Clinical Conflict

- Arbitration
- Policy
- Agreement
- Litigation
- Pricing
- Managing Costs

Session Five – Managing Organizational Change – A

- Manager Management
- Durable Agreements
- Behavior Reinforcement
- Escalation

Session Six – Managing Organizational Change – B

- System Design
- Stakeholder Engagement
- Project Design
- Project Management
- Continuous Improvement

Session Seven – Influencing Policy Change

- Relationship Building
- Timing and Processes
- Stakeholder Engagement
- Pre-legislation Consensus Building

Session Eight – Technology Tools

- Task Management
- Communications
- AI – Assistant Intelligence
- Agentic AI

Typical Day-by-Day Schedule

	Wednesday	Thursday	Friday	Saturday	Sunday
Morning 8 AM-12 noon		Session 2	Session 4	Session 6	Session 8
Afternoon 1-5 PM	Session 1	Session 3	Session 5	Session 7	