

BACKGROUND

In considering the UK's Public Health Competency Framework (Skills for Health), specifically adjunct Competency 10 'Ethical Management of Self', it could be argued that for those training our Public Health Workforce they have to address challenging educational needs. As the Wanless reports of 2002 & 2004 highlight, we must produce PH practitioners that are able to effectively deliver actionable programmes within ethically complex scenarios of people's daily lives.

The problem is that Public Health represents a diverse workforce, devoid of a mandatory, universally accepted Code of Conduct or an agreed professional identity.

With seven years experience of leading a Health Promotion BSc pathway and three years as a PCT Non-Executive Director, leading R&D/Public Health, it has come to my attention that part of a solution maybe extending Ethics into the realm of teaching ethical dispositions & transferable skills to our diverse PH workforce.

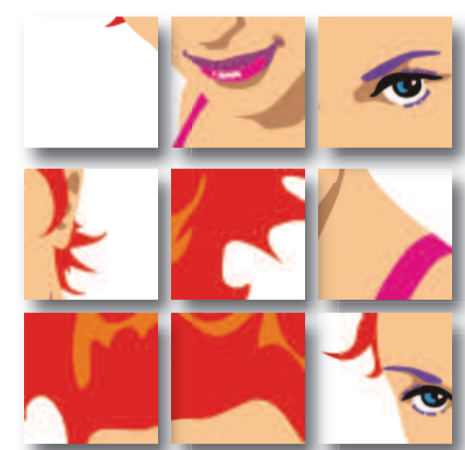
To develop ethical dispositions, skills and flexible professional identities, I teach and am researching the use of *Critical Thinking Skills* in conjunction with established Medical Ethical Curricula.

This poster outlines how *Critical Thinking Skills* can be taught alongside traditional Medical Ethics and how CT can link to the development of the UK Public Health Workforce today.

Blogging for Learning Ethical Practice

Teaching Ethics: The Case for Critical Thinkers in the Public Health Workforce

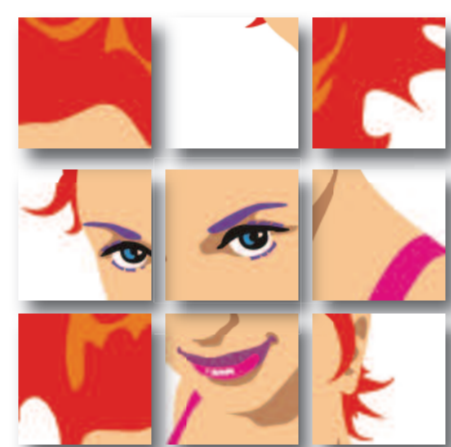
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STAGE 1



STAGE 2



STAGE 3



STAGE 4

CONSTRUCTIVISM + GESTALT + SOLO + BLOOM = CRITICAL THINKING SKILLS

RESEARCH PROJECT

AIM

To lay the foundations for ethical practice through the use of a virtual critical thinking tool

OBJECTIVES

Through the Blog facility students are supported to:

1. Identify, value and begin to engage with the personal mental models they possess on starting university
2. Use T&L theories & tools to develop their self-awareness & analytic thinking skills
3. Begin to build a personal Ethical Framework for Health Improvement

METHOD

Sample

- Ten undergraduates, most from non-tradition backgrounds
- Purposely selected, all members of the first year cohort BSc Health Studies

Process

- Eighteen week Blog, consisting of 4 Blogging Levels: Intrapersonal, Interpersonal, Collegiate, Academic/Professional
- Movement away from writing private perspectives (L1) to publicly presenting their written assignments online (L4)
- Ethics & Health topics used as foci to build Critical Thinking Skills

Data Collection

- Reflective Diary, Observation, Pre & Post Test Questionnaire

Data Analysis

- Thematic Analysis of Bloggs & Descriptive Statistics from Questionnaires

RESULTS

- Blogging Levels are Iterative not Linear
- Elements of a reflective, therapeutic process emerging from the students writing
- Needs close co-ordination by the facilitator/webmaster
- Parallel support facilities essential such as study skills, data searching and essay writing
- Robust IT support for researcher and participants
- Subsequent project may benefit being designed as 'Action Research'