First do no harm: Developing the ethical practitioner

Project Team members
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Human Research Ethics at SCU

- Bill Boyd, Chair, SCU HREC

Ethics principles ... Risk assessment ... Methodology design
Ethics committee & academics working together
Policy ... Process ... Practice
None of us sets out to hurt people": The Ethical Geographer and geography curricula in higher education. *Journal of Geography in Higher Education, 32, 37-50.*
Research pedagogy, ethics and the Osteopathy Masters course

- Gopi McLeod, Lecturer in Osteopathy
What is an Osteopath?

NATIONALLY REGISTERED Primary Health Profession

Osteopathic Medicine

Specialising in Musculoskeletal patient care

Includes, hands on physical therapy, nutritional, lifestyle, sport and workplace related advice

Private practice model of health service provider
<table>
<thead>
<tr>
<th>Teaching/learning method</th>
<th>Content</th>
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<tbody>
<tr>
<td>1. Traditional lectures</td>
<td>Medical ethics</td>
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<tr>
<td>3. Workshops - groups</td>
<td>Ethical vignettes</td>
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<td>5. Critical self-reflection stream</td>
<td>Critique of personal values, attitudes</td>
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<td>6. Clinical training pre-placement</td>
<td>&amp; biases – reflective writing</td>
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<td>8. Reflective clinical practice – provide benefit and do no harm</td>
<td>Learning contracts</td>
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<tr>
<td>10. Research project</td>
<td>Ethics approval process</td>
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Student feedback on ethical engagement

- Raymond Blaich, Lecturer in Osteopathy

The course

Teaching & learning processes

Learning outcomes
Is ethics content embedded in your WIL curriculum?

If yes:
How? What?

If No:
Could you apply our example to your program?

How? Or Why not?