



Ethiopian TVET-System



# **MEDICAL LABORATORY**

## **Level -III**

Based on Apr.2018G.C. Occupational Standard

<b>Module Title:</b>	<b>Providing Compassionate, Respectful and Caring Service</b>
<b>TTLM Code:</b>	<b>HLT MLS3 TTLM 0919v1</b>

**This module includes the following Learning Guides**

**LG01: Applying professionalism and ethical practice principles**

**LG02:Apply humanistic care to clients**

**LG03:Demonstrate effective health care communication**

**LG04:Provide respectful care for clients**

**LG05: Function with legal and ethical**



This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- 1.1. Definition of terminologies
  - 1.1.1. Profession
  - 1.1.2. Right and obligation
  - 1.1.3. Ethics /Code of conduct
  - 1.1.4. Compassionate and respectful care (CRC)
- 1.2. Ethical principles of medical laboratory
- 1.3. Medical laboratory code of conducts
- 1.4. Professional values
- 1.5. Adherence to ethical principles of the medical laboratory profession

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to –**

- Identified and executed Ethical principles and issues of the profession
- Identified and executed Professional code of conducts
- Recognized and demonstrated Professional values (responsiveness, compassion, trustworthiness, integrity, honesty etc)
- Maintained and evaluated Adherence to ethical principles of the profession
- Professional practice according to applicable standards

**Learning Instructions:**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4,---” in **page 1, 12, 20, and 23** respectively.
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3 and Self-check 4” ,---” in **page 11, 19, 22, and 25** respectively

## 1.1. Over view of Medical laboratory ethics

- Definition of terminologies



- **Ethics**-moral principle or rules of behavior that govern or influence a person's behavior
- **Rule**-a statement of what, should or must be done in particular circumstance.
- **Code of conduct**-a set of professional standards agreed on by members of a particular profession
- **Code of conduct for medical laboratory** personnel should include those practices and attitudes which characterize a professional and responsible lab officer.
- **Laboratory policies** are those decisions which are taken in consultation with other medical staff to enable a laboratory to operate reliably and effectively in harmony with other departments.
  - Those policies usually cover:
    - i. Laboratory hour and emergency work
    - ii. Range of tests to be performed and those to be referred to higher level.

### Range of tests to be performed depend on

- ✓  The number of material resources



- ✓  The availability of material resources
- ✓  The types of health institution
- ✓ Referral of specimen
- ✓ Collection of Specimen
- ✓ Work load capacity of the laboratory
- ✓ Delivery of laboratory reports

**A profession:**

- ✓ Is an occupation that requires extensive training and the study and mastery of a specialized knowledge and usually has a professional associations, ethical code and process of certification and licensing
- ✓ Is a calling that requires special knowledge and skilled preparation

**A profession is generally distinguished from other kinds of occupation by:**

- ✓ Its requirement of prolonged specialized training acquiring a body of knowledge pertinent to the role to be performed and
- ✓ An orientation of the individual to ward service, ether to community or organization.

**Criteria of a profession**

- ✓ Professional status is achieved when an occupation involves practice
- ✓ A profession carries great individual responsibility and based up on theoretical knowledge
- ✓ The privilege to practice is granted only after the individual was completed a standardized program of highly specialized education and has demonstrated an ability to meet the standards for practice.

**Elements of profession**

- ✓ An intellectual discipline and standard of knowledge
- ✓ A representative boy of practitioners.
- ✓ Standard of conduct
- ✓ Service and advice, in the interest of the patient or client

**Is a medical laboratory is a profession? Yes!!**

**B/c:**

A. Has intellectual discipline and standard of knowledge

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- B. Has university degree/College diploma and a practical training
- C. Has a representative body of practitioners
  - ✓ EMLA (Ethiopian Medical Laboratory Association)
- D. Standard of conduct
  - ✓ There are standard of conducts known throughout the profession.
- E. Service and advice:
  - ✓ Provide service and advice in the interest of the patients

A **profession** generally references a doctor, lawyer, nurse or other skilled worker who was required to obtain college/university training.

- **Definition of professional ethics**

### **Vocation**

- ✓ Is an occupation that requires usually skills and education program range from short units (ten weeks or less) to long term program up to two years length
- ✓ Is an occupation or the employment of an individual that is pursued more for its benefits to others or the society at large rather than for its monetary benefits
- ✓ Income is a secondary benefit of a vocation. Thus, a vocation is seen as a source of enjoyment for the individual as it fulfills his psychological and spiritual needs.

The word vocation comes from Latin Vocare, which means to call. In modern times, a vocation refers to an occupation for which a person has special abilities or is trained to do that job.

### **What is the difference between Vocation and Profession?**

- ✓ Though both vocation, as well as profession, indicates the career or the occupation through which an individual makes a livelihood, vocation is a broader term than profession.
- ✓ Profession refers to the career that one opts for, getting extensive training and acquiring special skills to become eligible for a job in it.
- ✓ Vocation refers to an occupation for which god gives a calling to the individual.
- ✓ Vocation can mean not just the profession or the occupation that an individual pursues for a living but also the occupation for which he receives a calling from god.

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- ✓ Profession requires training and qualification whereas vocation is the innate ability in an individual towards a particular occupation.

**Note:**

- ✓ A **vocation** is generally a job that requires a particular set of skills acquired through experience or through training but not necessarily dependent on a college degree. These would include plumbing, electrician, mechanic, etc.

**Ethics:** is the science of moral value. It is composed of moral beliefs and rules about right and wrong.

- ✓ Can be defined as the branch of philosophy dealing with standards of conduct and moral judgment.
- ✓ It refers to a method of inquiry that assists people to understand the morality of human behavior. (I.e. it is the study of morality).
- ✓ It refers to the practices or beliefs of a certain group (i.e. nursing ethics, Physicians' ethics).

Ethics is concerned what ought to be, what is right, or wrong, good or bad. It is the base on moral reasoning and reflects set of values It is a formal reasoning process used to determine right conduct

## Ethical principles

The ethical principles are:

### **Autonomy (respect for persons)**

- ✓ Is the promotion of independent choice, self-determination and freedom of action
- ✓ Means independence and ability to be self-directed in healthcare.
- ✓ Is the basis for the client's right to self-determination? It means clients are entitled to make decision about what will happen to their body

### **The term autonomy implies the following basic elements**

- ✓ The autonomous person is respected

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- ✓ The autonomous person must be able to determine personal goals.
- ✓ The autonomous person has the freedom to act upon the choices
- ✓ Right after admission patients are asked about personal and private matters

### **Beneficence (doing well)**

- ✓ This principle is the basis for all health care providers.

### **The principle of beneficence has three components:**

- ✓ Promote health
- ✓ Prevent harm
- ✓ Remove evil or harm

### **Non-maleficence (avoiding harm)**

- ✓ Is the converse of beneficence? It means to avoid doing harm. When working with clients, health care workers must not cause injury or suffering to clients.
- ✓ It is to avoid causing deliberate harm, risk of harm and harm that occurs during the performance of beneficial acts.

E.g. Experimental research that have negative consequences on the client.

- ✓ No maleficence also means avoiding harm as a consequence of good. In that case the harm must be weighed against the expected benefit.

### **Justice (fairness)**

- ✓ Is fair, equitable and appropriate treatment.
- ✓ It is the basis for the obligation to treat all clients in an equal and fair way. Just decision is based on client need and fair distribution resources. It would be unjust to make such decision based on how much he or she likes each client

### **Professional ethics**

- ✓ Is the moral principle which should guide members of the professions in their dealings with each other and their patients, the patrons, the state, etc...

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- ✓ Is a field of applied ethics whose purpose is to define, clarify, and criticize professional work and its typical values
- ✓ Is a set of standards that describe the professional behavior that is expected in all fields of work

Professional ethics examines the moral and ethical issues that arise in a corporate environment. It is a code of values and norms that actually guide practical decisions when they are made by professionals.

Professional ethics is a fully idealized set of values whose purpose is to explicate the best possible world in which the given profession could be working.

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<b>Self-Check -1</b>	<b>Written Test</b>
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**Directions:** Choose the best possible answer for all the following questions. Use the Answer sheet provided in the next page:

1. Ethics is the science of moral value?
  - A. True    B. False    C. Unknown
  
2. Which one of the following ethical principle is the promotion of independent choice, self-determination and freedom of action?
  - A.    Autonomy
  - B.    Beneficence
  - C.    Non-malficence
  - D.    Justice
  
3. Why Laboratory is a profession?
  - A. Has intellectual discipline and standard of knowledge
  - B. Has university degree/College diploma and a practical training
  - C. Has a representative body of practitioners
  - D. Standard of conduct as well as Service and advice:
  - E. All of the above

**Note: Satisfactory rating - 4 points**

**Unsatisfactory - below 4 points**

**Answer Sheet**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Information Sheet-2</b>	Rights and obligations of Laboratory profession
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Getting the right diagnosis and treatment is the right of a patient. But unlike other rights, patients may fail to understand this particular right. The fact is that laboratory is known only to the practitioner and hence it is up to the practitioner and the existing regulations whether patients are satisfied with the service or not.

**1.2.1. Humanity and justice**

**Humanity:**

- ✓ Refers to the human race or mankind as a whole, to that which is characteristically human, or to that which distinguishes human beings from other animals or from other animal species primal nature.
- ✓ it is to mean the tenderness to reach out for those who are suffering

**Justice:**

Justice is fair, equitable and appropriate treatment. Justice refers to fair handling and similar standard of care for similar cases; and fair and equitable resource distribution among citizens. It is the basis for treating all clients in an equal and fair way. A just decision is based on client need and fair distribution of resources. It would be unjust to make such decision based on how much he or she likes each client

**Example:**

- ✓ Resource scarcity is the common issue in healthcare settings. For example, there may be only one or two neurosurgeons and many patients on the waitlist who need the expertise of these neurosurgeons. In this case we need to serve patients while promoting the principle of justice in transparent way. Example, the rule of first come first serve could be an appropriate rule.
- ✓ Justice requires the treatment of all patients equally, irrespective of their sex, education, income or other personal backgrounds.



### 1.2.2. Confidentiality

Confidentiality in healthcare ethics underlines the importance of respecting the privacy of information revealed by a patient to his or her health care provider, as well the limitation of healthcare providers to disclose information to a third party. The healthcare provider must obtain permission from the patient to make such a disclosure.

The information given confidentially, if disclosed to the third party without the consent of the patient, may harm the patient, violating the principle of non-maleficence. Keeping confidentiality promotes autonomy and benefit of the patient.

The high value that is placed on confidentiality has three sources:

**Autonomy:**personal information should be confidential, and be revealed after getting a consent from the person

**Respect for others:**human beings deserve respect; one important way of showing respect is by preserving their privacy.

**Trust:**confidentiality promotes trust between patients and health workers

#### The right of patient to confidentiality

- ✓ All identifiable information about a patient's health status, medical condition, diagnosis, prognosis and treatment and all other information of a personal kind, must be kept confidential, even after death. Exceptionally, family may have a right of access to information that would inform them of their health risks.
- ✓ Confidential information can only be disclosed if the patient gives explicit consent or if expressly provided for in the law. Information can be disclosed to other healthcare providers only on a strictly "need to know" basis unless the patient has given explicit consent.
- ✓ All identifiable patient data must be protected. The protection of the data must be appropriate to the manner of its storage. Human substances from which identifiable data can be derived must also be protected.

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### ***Exceptions to the requirement to maintain confidentiality***

- ✓ Routine breaches of confidentiality occur frequently in many healthcare institutions. Many individuals (physicians, health officers, nurses, laboratory technicians, students, etc) require access to a patient’s health records in order to provide adequate care to that person and, for students, to learn how to practice care provision.
  
- ✓ Care providers routinely inform the family members of a deceased person about the cause of death. These breaches of confidentiality are usually justified, but they should be kept to a minimum and those who gain access to confidential information should be made aware of the need not to spread it any further than is necessary for descendants benefit. Where possible, patients should be informed ahead that such a breach might occur.
  
- ✓ Many countries have laws for the mandatory reporting of patients who suffer from designated diseases, those deemed not fit to drive and those suspected of child abuse. Care providers should be aware of the legal requirements to be able to disclose patient information. However, legal requirements can conflict with the respect for human rights that underlies healthcare ethics. Therefore, care providers should look carefully at the legal requirement to allow such an infringement on a patient’s confidentiality and assure that it is justified. If care providers are persuaded to comply with legal requirements to disclose their patients’ medical information, it is advisable to discuss this issue with their patients the necessity of any disclosure before it occurs and enlist their co-operation.

### **Informed Consent**

Informed consent is legal document whereby a patient signs written information with complete information about the purpose, benefits, risks and other alternatives before he/she receives the care intended. It is a body of shared decision making process, not just an agreement. Patient must obtain and being empowered with adequate information and ensure that he/she participated in their care process.

For consent to be valid, it must be voluntary and informed, and the person consenting must have the capacity to make the decision.

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These terms are explained below:

*Voluntary:* the decision to either consent or not to consent to treatment must be made by the person him or herself, and must not be influenced by pressure from medical staff, friends or family. This is to promote the autonomy of the patient.

*Informed:* the person must be given all of the information in terms of what the treatment involves, including the benefits and risks, whether there are reasonable alternative treatments and the consequences of not doing the treatment. This will help to avoid harm—patients may harm themselves if they decide based on unwarranted and incorrect information.

*Capacity:* the person must be capable of giving consent, which means they understand the information given to them, and they can use it to make an informed decision.

### General principle

You should ensure that informed consent be given by a patient before any medical treatment is carried out. The ethical and legal rationale behind this is to respect the patient’s autonomy and their right to control his or her life. The basic idea of personal autonomy is that everyone’s actions and decisions are his or her own

### Information for patients

**Effective communication** is a key to achieving informed consent. You should take appropriate steps to find out what patients want to know about their condition and what they ought to know about their condition, its examination and treatment.

Every adult patient is presumed to have the capacity to make decisions about their own healthcare. A care provider or health worker has a duty to assist patients to make informed decisions by giving them information in a clear and comprehensible manner; and ensure that they have appropriate support.

A healthcare worker should consider patients’ individual needs and priorities when providing information.

For example, a client’s or patients’ beliefs, culture, occupation or other factors may have a bearing on the information when making a decision. The health worker should ask a patient whether they have understood the information they have received and if they need more information before making a decision. The care provider must answer any questions the patient might have.

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Also, the care provider must not withhold any information necessary for the patient to make an informed decision unless disclosure would cause the patient serious harm. In this context 'serious harm' does not imply becoming upset or decide to refuse treatment.

**Timing of consent process**

Obtaining informed consent cannot be an isolated event. It involves an ongoing process of keeping or in pain and therefore less likely to make a calm and reasoned decision. Where possible, you should explain risks well patients up to date with any changes in their condition and the treatments or investigation proposed. Whenever possible, the health worker should discuss treatment options at a time when the patient is best able to understand and retain the information. It is not recommended to seek consent when a patient may be stressed, sedated in advance of an intervention.

**Health Professionals responsibility for seeking consent**

Healthcare providers must have full understanding of the procedure or treatment, how it is carried out and the risks attached to it. If the healthcare provider does not have a full understanding of the procedure, he or she should appoint another colleague knowledgeable of the proposed investigation or treatment and understands the risks involved to inform the patient with sufficient information and time to make an educated decision to consent to the procedure or investigation.

**Decision making for incompetent patients**

Many patients may be incompetent to make a decision for themselves. Example, include young children, individuals affected by certain psychiatric or neurological conditions which potentially impair their decision making ability, and those who are temporarily unconscious or comatose. These patients require substitute decision-makers. Ethical issues arise in the determination of the appropriate substitute decision-makers and in the choice of criteria for decisions on behalf of incompetent patients.

**Refusal of treatment**

Every adult with power to decide is entitled to refuse medical treatment. The healthcare provider must respect a patient's decision to refuse treatment, even if he or she disagrees with the patient's decision. In these circumstances, the care provider should clearly explain to the patient the possible consequences of refusing treatment and offer the patient the opportunity to receive a second medical opinion if possible.

**1.2.3. Adaptability**

- ✓ Able to change or to be changed so as to be suitable for new needs, different conditions, etc...

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- ✓ Is the ability to adjust oneself to new or changed circumstances/conditions

#### 1.2.4. Cooperation

- ✓ It refers to the practice of people or greater entities working in common with commonly agreed upon goals and possibly methods, instead of working separately in competition.
- ✓ Is a co-working system; the work of pharmacy vocational is insignificant unless it is augmented by other health practitioners. Therefore health practice must be team work

#### 1.2.5. Kindness and firmness

- ✓ **Kindness** – is the act or state of charitable behavior to other people.
- ✓ **Firmness** – is the faculty which stands for determination and persistence for the connection between principles and acts or preservice, determinants and resolution.

#### 1.2.6. Dependability

This is a condition in which one develops to depend on others so that the work of other professionals and his/her would be useful to the society. In health practice there are more things to learn from people who have a lot of experience and thus, someone has to depend on the experienced to get what they possess.

#### 1.2.7. Honesty

**Being loyal:** - Health practice is wide in nature involving many people and activity. For the people to be beneficiary and activities to be accomplished successfully being an honest is the primary asset to achieve

Describes the situation in which gifts are given to the pharmacists. In this part, much stress has been put on a pharmacist's attendance in work days, banning buy and selling of special products which threatens the profession, body piercing, etc.

#### 1.2.8. Responsibility, accountability and transparency

**Responsibility:** Is the condition or the fact that one can shoulder obligations.

**Accountability:** Is the condition or fact that one can be called to answer for his wrong doings.

**Transparency:** This is a case in which things must run by the book (based on rules, regulations etc) rather than by what is comfortable and beneficial to one self.

#### 1.2.9. Maintaining good report

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It is important to prepare good report on the activities performed at each level so that based on the report the pertinent body may make adjustments on the health service in general.

<b>Self-Check -2</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

Write **true** if the statement is correct or write **false** if the statement is incorrect

1. Confidentiality promotes trust between patients and health workers?
2. Kindness is the act or state of charitable behavior to other people?
3. Accountability **is** the condition or the fact that one can shoulder obligations?

Short Answer Question

4. What are rights of patient confidentiality?

**Note: Satisfactory rating - 4 points**

**Unsatisfactory - below 4 points**

**Answer Sheet**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_





<b>Information Sheet-3</b>	Medical laboratory code of conducts
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A Code of Professional Conduct for Medical Laboratory Personnel should include those practices and attitudes which characterize a professional and responsible laboratory officer and are necessary to ensure a person works to recognized standards which patients and those requesting laboratory investigations can expect to receive. It also emphasizes the professional status of medical laboratory practice.

Adopting a Code of Professional Conduct helps to remind district laboratory personnel of their responsibilities to patients, duty to uphold professional standards, and need to work with complete integrity.

- ✓ They are intended to guide and direct laboratory technologists, qualified persons and laboratory technicians in their relationships with patients, colleagues, regulatory and administrative authorities and society

**Objectives**

- ✓ To promote high standard of conduct and practice among laboratory professionals and patients and laboratory professionals and other health professionals.
- ✓ To state publicly the principles that forms the fundamental basis of the duties and responsibilities of the laboratory professionals.
- ✓ To safeguard the public from unethical and substandard professional practice.
- ✓ To foster the good relationship that would prevail among laboratory professionals, other health professionals and patient or the society.

**Definitions**

**Code** – is a set of rules about how people should behave or about how something must be done.

**Code of practice** – is a set of written rules which explains how people working in a particular profession should behave.

**Code of professional conduct for medical laboratory personnel**

- Be dedicated to the use of clinical laboratory science to benefit mankind.
- Place the well-being and service of patients above your own interests.

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- Be accountable for the quality and integrity of clinical laboratory services.
- Exercise professional judgment, skill, and care while meeting established standards.
- Do not misuse your professional skills or knowledge for personal gain, and never take anything from your place of work that does not belong to you.
- Be at all times courteous, patient, and considerate to patients and their relatives. Safeguard the dignity and privacy of patients.\*
- Do not disclose to a patient or any unauthorized person the results of your investigations and treat with strict confidentiality any personal information that you may learn about a patient.
- Respect and work in harmony with the other members of your hospital staff or health centre team.
- Promote health care and the prevention and control of disease.
- Follow safe working practices and ensures patients and others are not put at risk. Know what to do should an accident or fire occur and how to apply emergency First Aid.
- Do not consume alcohol or take un-prescribed drugs that could interfere with your work performance during laboratory working hours or when on emergency stand-by.
- Use equipment and laboratory-ware correctly and do not waste reagents or other laboratory supplies.
- Strive to improve professional skills and knowledge and adopt scientific advances that benefit the patient and improve the delivery of test results.\*
- Fulfill reliably and completely the terms and conditions of your employment.

\*Taken from the Code of Ethics of the International Association of Medical Laboratory Technologists. And



Ethiopian Medical Laboratory Association (EMLA)

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<b>Self-Check –3</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

**Multiple choose**

1. \_\_\_\_\_ is illegal transport of goods across a border unlawfully without paying necessary tax.
  - a. Corruption
  - b. Mistreating the patient
  - c. Trafficking
  - d. Drug dependence
  
2. All of the following is Components of unethical behavior **except.**
  - A. Alcohol-dependence
  - B. Drug dependence
  - C. Autonomy
  - D. aggressive

**Short Answer Questions**

3. What is EMLA?

**Scenario I**

A pregnant woman comes for HIV testing. Your test site has just run out of the 2nd test in the algorithm. You tell her that she will have to come back in 2 days. She becomes very emotional and explains that she has traveled a long distance after finally deciding to get tested and won't be back in the area for a long time.

Feeling sorry for her, you proceed to perform test one, and report a resulting positive test to the client.



## Scenario II

At the HIV rapid testing site, you discover that you just run out of the buffer for Test 1 of the algorithm. Rather than denying testing to clients, you decide to go ahead and perform Test 1 using the buffer from kits of Test 2.

### What Could Be the Consequences of...

1. A false positive HIV result?
2. A false negative result?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

### Answer Sheet

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Score = \_\_\_\_\_

Rating: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Information Sheet-4</b>	Professional values
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In their simplest form, ethics are the moral standards you rely on when you make a decision. They define what's right and wrong, and outline the kind of behavior that businesses should not engage in.

The reasons for having high ethical standards include:

- A higher moral within your employees and the organization
- It helps to attract new customers
- It builds higher customer loyalty
- It reduces the risk of negative press or backlash caused by doing “the wrong” things
- It helps to make a positive impact on the community

➤ **Here are some principles that form the basis of professional ethics, and are what you need to hold yourself accountable to:**

**Honesty**

You need to be honest in all of your actions, and every communication you make.

Being an ethical executive means you do not deceive others by misrepresenting the facts, overstating and exaggerating or only giving partial truths.

**Integrity**

Being ethical in profession means maintaining a high level of personal integrity. This is how you earn the trust of others, whether they are your customers, team or your superiors.

In this definition integrity means having a consistent character that is demonstrated by an alignment of your thoughts, words and action.



## Loyalty

You need to be loyal to your profession, your team and yourself, while operating within a strong moral compass. If you demonstrate your loyalty it builds trust, and shows that you place a high value on advancing the interests of both the company and your colleagues.

**Fair:** -In all of your actions, you must strive to be fair and just.

Being an ethical executive means that you are committed to being fair, employ justice in your decisions and treat all people equally, with tolerance and acceptance of diversity. Being fair also means being open minded, admitting when they have made a mistake, and adjusting their beliefs and positions when it is appropriate.

**Accountable:** -Being ethical means holding yourself accountable and acknowledging and accepting personal accountability for their decisions, and any consequences.

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**Self-Check –4**

**Written Test**

**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. List at least 3 reasons for having high ethical standards?
2. Define honesty, integrity and Loyalty?
3. In their simplest form, \_\_\_\_\_are the moral standards you rely on when you make a decision.
4. \_\_\_\_\_is a set of written rules which explains how people working in a particular profession should behave.

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 2 points**

**Answer Sheet**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- The Caring, Respectful and Compassionate health workforce
- Patients feeling and emotions
- Patients/clients innate needs
- Recognizing patient's responsibilities and medication experience
- Ensuring safety of medications

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to –**

- Understood and implemented Patients concern
- Consider Patient and clients feelings and emotions
- Addressed and communicated Patients innate needs

**Learning Instructions:**

5. Read the specific objectives of this Learning Guide.
6. Follow the instructions described below.
7. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4
8. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4”
9. If you earned a satisfactory evaluation from the “Self-check” proceed to the next topics



## 2.1. Introduction to Compassionate, Respectful and Caring (CRC)

### Compassion (ፋህሩህ)

- Is a feeling of deep sympathy and sorrow for the suffering of others accompanied by a strong desire to alleviate the suffering? Therefore, we can say it is being sensitive to the pain or suffering of others and a deep desire to alleviate the suffering.
- To be optimally effective in clinical medicine, every health professional without exception should be technically excellent and practice with compassionate care. However much technical advances in medicine are beneficial to patients, no person who is ill should have to suffer the indignity of a technically competent but uncaring doctor, nurse, or other staff member. Good medical practice has been perennially captured in the phrase “the art of medicine,” which combines scientific-technical knowledge with humanism, defined as the physician’s interest in and respect for the patient as a person experiencing illness.
- Too many patients experience de-humanizing and impersonal treatment, so much so that this is now a crisis within healthcare systems, proving destructive not only for patients, but for professionals, families and the systems themselves.
- **Compassion** lies at the intersection of empathy (in this case, understanding patients’ concerns) and sympathy (feeling patients’ emotions). A health professionals’ care without compassion cannot be truly patient-centered. Compassionate care addresses the patient’s innate need for connection and relationships and is based on attentive listening and a desire to understand the patient’s context and perspective.





Figure: Dr. Catherine Hamlin with fistula clients. Hamlin Fistula Ethiopia, Addis Ababa:  
/www.hamlinfistula.org/

### Respectful (ተገልጋይን የሚያከብር)

- Is the kind of care, in any setting, which supports and promotes, and does not undermine a person’s self-respect, regardless of any differences
- The action meanings of the word respect are:-
  - ✓ Pay attention to
  - ✓ Honoring
  - ✓ Avoiding damage e.g. insulting, injuring
  - ✓ Not interfering with or interrupting
  - ✓ Treating with consideration
  - ✓ Not offending

### Caring (ተንከባካቢ)

**Caring** is an intensification of the affective dimension of empathy in the context of significant suffering. It is coupled with effective interventions to alleviate that suffering.

**Compassionate, respectful and caring (CRC)** - means serving patients, being ethical, living the professional oath, and being a model for young professionals and students. It’s a movement that requires champions who identify with their profession and take pride by helping people

### Historical Background of CRC

Companion is a Latin word meaning to ‘suffer with’, and as a word it has been with us a long time. Having said that as a word it is not easy to conceptualize and to say whether it is always good, or whether it is sometimes bad.

The term compassion has long association with most major religions and philosophies and taught to include a number of virtues, such as empathy, sympathy, kindness, respect, and perhaps most importantly, actually taking some kind of ‘action’.

Compassionate Care within the healthcare setting has received much attention globally; following concerns that healthcare often fails at a fundamental level. Work is in place at a multi disciplinary level to utilize and integrate this concept. The role and importance of a compassionate approach

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was brought to the forefront in the UK, with the release of the Francis Report. This report, which gained international attention, was based on an inquiry into devastating events at Mid-Staffordshire Hospital and finding that for many patients the most basic elements of care were neglected.

Looking into the Ethiopian context there are many professionals who are compassionate, respectful and caring with the required skills needed. However, a significant proportion of health professionals see patients as just ‘cases’ and do not show compassion, lack of respect to patients and their families was the common complaint among the community at large and patients in particular .

### **Characteristics of CRC Health Professionals**

CRC health professionals have the following four essential characteristics:

1. Consider patients as human beings with complex psychological, social and economic needs and provide person-centered care with empathy;
2. Effective communication with healthcare teams, interactions with patients and other health professionals over time and across settings;
3. Respect for and facilitation of patients’ and families,’ participation in decisions and care.
4. Take pride in the health profession they are in and get satisfaction by serving the people and the country.

### **Benefit of CRC**

Table 1. The benefits and beneficiaries of Compassionate and Respectful Care

<b>Beneficiaries</b>	<b>Who</b>	<b>How</b>
First	<b>Patients</b>	<ul style="list-style-type: none"> <li>✓ When health professionals are compassionate, patients are less anxious</li> <li>✓ Adherence to correct diagnosis, medical advice and treatment plans</li> <li>✓ Compassionate care correlates positively with both prevention and disease management. Diabetic patients, for example, demonstrate higher self-management skills when they self-report positive relationships with their providers</li> <li>✓ Hostile emotional states in patients delay the healing processes</li> <li>✓ Quality of health professionals –patient communication with increased physical functioning, emotional health and decreased physical symptoms of pain in patients</li> </ul>
Second	<b>Health Professionals</b>	<ul style="list-style-type: none"> <li>✓ Health care Professionals satisfaction with their relationships with patients can protect against professional stress, burnout, substance abuse and even suicide attempts</li> <li>✓ Burnout is strongly associated with poorer quality of care, patient dissatisfaction, increased medical errors, lawsuits and decreased expressions of compassion</li> <li>✓ Participation in a mindful communication associated with short-term and sustained improvement in well-being and attitudes associated with patient care</li> <li>✓ A major predictor of patient loyalty</li> <li>✓ When health professionals are compassionate, they achieve earlier and more accurate diagnoses because the patient is better able to reveal information when he or she feels emotionally relaxed and safe</li> <li>✓ Respect from the client/patients</li> <li>✓ Health professionals will find their work more meaningful and gratifying</li> </ul>
Third	<b>Students</b>	<ul style="list-style-type: none"> <li>✓ Good role modeling is essential for students</li> <li>✓ Increased motivation to be CRC health professionals</li> </ul>



Fourth	<b>Health care facilities</b>	<ul style="list-style-type: none"> <li>✓ Patient satisfaction will rise</li> <li>✓ Quality of health care will be improved</li> <li>✓ Lower malpractice suits</li> <li>✓ Staff will be more loyal to their hospital or health care system</li> <li>✓ Patient adherence to treatment will rise</li> <li>✓ Resources can be conserved</li> <li>✓ Greater employee satisfaction and reduced employee turnover.</li> </ul>
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### National Strategy and Approaches for CRC

The development of caring, respectful and compassionate health workers requires a multi-pronged approach in order to make CRC as a culture, self-driven inner motive and a legacy that the current generation of practitioners leaves to their successors.

- ✓ Reforming the recruitment of students for health science and medicine programs.
- ✓ Improving the curriculum of the various disciplines.
- ✓ Ownership and engagement of the leadership at all levels of the system.
- ✓ Inspirational leadership that aims to create an enabling environment.
- ✓ National, regional and facility level ambassadors.
- ✓ An advocacy campaign through mass media will also be launched to project positive images of health professionals.
- ✓ Patients and the general public will also be engaged in this movement.
- ✓ An annual health professional recognition event will be organized
- ✓ Putting in place a favorable legislative framework to reinforce CRC which would include regulation on patients' rights and responsibilities (PRR)
- ✓ Measurement of health care providers on CRC
- ✓ Comprehensive projects will be designed.
- ✓ Conducting national assessment related to CRC.
- ✓ Provision of continuous CRC trainings.
- ✓ Engagement and ownership of professional associations



<b>Self-Check -1</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

**Multiple choose**

1. Who is benefited from compassionate, respectful and caring (CRC) service?
 

A. Patients	C. Health care facilities
B. Health professionals	D. All
  
2. \_\_\_\_\_ is/are the action meanings of the word respect.
 

A. Interfering	C. Damage
B. Offending	D. Honoring
  
3. Which of the following is false about National Strategy and Approaches for CRC?
  - A. Improving the curriculum of the various disciplines
  - B. Conducting national assessment related to CRC.
  - C. Block of continuous CRC trainings.
  - D. Engagement and ownership of professional

**Short Answer Questions**

4. What is CRC?

**Note: Satisfactory rating - 4 points**  
**Answer Sheet**

**Unsatisfactory - below 4 points**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



**Elements of compassionate care**

According to researches the key elements of compassionate care has seven categories, each contains theme and subthemes.

**1. Virtue**

It is described as “good or noble qualities embodied in the character of the health care provider. Specifically, patients felt compassion stemmed from virtues of genuineness, love, honesty, openness, care, authenticity, understanding, tolerance, kindness, and acceptance. Compassion is predicated on health care provider virtues, independent of patient behavior, relatedness, or deservedness.

**2. Relational space:**

- Relational space is defined as the context and content of a compassionate encounter where the person suffering is aware of and is engaged by, the virtues of the health care provider. The intent and depth of the health care provider-patient relationship was a defining feature of compassion, extending beyond simply acknowledging and understanding the needs of the patient to relating to them as a fellow human being and actively engaging their suffering.

The category of relational space comprised two themes.

- ✓ Patient awareness which describes the extent to which patients intuitively knew or initially sensed health care provider capacity for compassion.
- ✓ Engaged care giving which refers to tangible indicators of health care provider compassion in the clinical encounter that established and continued to define the health care provider-patient relationship over time

**3. Virtuous Response**

It is the “Enactment of a virtue toward a person in suffering,” and it is both an individual category and an overarching principle of care that functions as a catalyst to the three core

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categories of compassionate care giving: “**seeking to understand, relational communicating, and attending to needs**” The category of virtuous response contain three broad themes within it:

- ✓ **Knowing the person** refers to the extent to which healthcare providers approached their patients as persons and view their health issues and suffering from this point of view.
- ✓ **Seeing the person as priority** involves healthcare providers’ ability to priorities patient needs, setting aside their own assumptions and healthcare system priorities in the process.
- ✓ **Beneficence** refers to healthcare providers wanting the best for the patient, informing the three more targeted core categories of compassionate care giving.

#### 4. Seeking to Understand

Seeking to understand refers to healthcare providers trying to know the patient as a person and his or her unique needs. Health care providers’ first act is to know and prioritize the patient as a person by pursuing a deeper understanding of the person and his or her unique illness experience to better diagnose the patient. Being seen as a disease, rather than a person living with a disease, is experienced subtlety and infrequently. When patients are seen as mere diseases, however, this has a detrimental effect on the relationship between the caregiver and well-being of the patient. The need to understand a person’s desires and tailor his or her care is identified by most patients as a fundamental feature of compassion.

- Seeking to Understand the needs of the Person
- Relational Communication

#### 5. Relational Communication

The category of relational communication is an important element of compassion identified by patients consisting of verbal and nonverbal displays conveyed by the healthcare provider’s engagement with the person suffering. There are four specific themes and associated subthemes that convey compassion within clinical communication:

**Demeanor**(“being”): refers to the disposition of healthcare provider that is conveyed through nonverbal communication, such as body language, eye contact, tone of voice, posturing and expressions. Demeanor is closely related to “patient awareness” within the category of “relational space”. It is more sensory-based and contextual to clinical communication.

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**Affect** (“feeling for”): describes the extent to which healthcare providers actively connects with their patients’ emotions; as well as their influence over the process. In relation to compassion, affect is characterized by vulnerability and action, requiring healthcare providers to enter the relational space and position themselves; to be in the “patient’s shoes” as clinical information is being shared.

**Behaviors** (“doing for”): associated with relational communication and the use of interpersonal skills in clinical communication, which convey compassion. Compassion- related behaviors vary in expression; behaviors share a commonality that distinguish them from general caring of health care providers to give not only of themselves as a professional but as a person. The primary behavior associated with relational communication is described by patients as showing respect; physical displays of caring; and listening and supportive words.

**Engagement** (“being with”): refers to the degree to which patients feel healthcare providers are actively present in the clinical encounter.

- The first aspect of engagement is attentiveness through nonverbal actions (e.g. sitting versus standing at the patient’s bedside) and temporal indicators (e.g. communicating regularly with patients about their needs or communicating potential health issues to other members of the patient’s care team).
- Acknowledgment, the second essential aspect of engagement, involves recognizing the personal impact of suffering, reflecting back to the patient, and integrating this information into subsequent interactions.
- The final aspect of engagement is dialogue, which consists of healthcare providers communicating clinical information accurately and sensitively, including the effective use of silence and allowing patients to participate in the clinical conversation.

### **Attending to Needs**

- It refers to “a timely and receptive desire to actively engage in and address a person’s multi-factorial suffering”.
- Attending to patients’ needs has three interrelated themes:

**Compassion-Related Needs:** refers to the dimensions of suffering that patient feel compassion: physical, emotional, spiritual, familial and financial. Compassionate healthcare

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providers are those who, regardless of their scope of practice, is willing to actively attend to a patient's immediate needs.

**Timely** refers to addressing suffering in a “timely” manner. It has dual understanding of time, referring to both the desire of healthcare providers to address suffering in a responsive manner and at an opportune moment.

- The responsive dimension of time is frequently referred to as acute suffering (e.g. a pain crisis)
- The opportune aspect of time is associated with situations where healthcare providers seek to sensitively address protracted suffering, which includes addressing existential distress or sharing prognostic information at a time when patients are most receptive and supported to receive it (e.g. such as breaking bad news when family is present or discussing prognostic information over time).

**Action** refers to the initiation and engagement of a dynamic and tangible process aimed at alleviating suffering. Compassion is more action.

**Patient-Reported Outcomes**

- The impact of compassion on patients who are suffering is profound. Patient-reported outcomes refer to the effect of compassion on suffering, patient well-being, and care
- Although some patients feel that compassion directly improves the health outcomes, compassion primarily enhances patients' well-being and the quality of their relationship with their healthcare providers.
- These experiences have an equally enduring effect on their well-being and the care-giving relationship, often exacerbating suffering in the process.

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<b>Self-Check -2</b>	<b>ritten Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

**Multiple choose**

1. \_\_\_\_\_ is described as “good or noble qualities embodied in the character of the health care provider?
  - A. Virtue
  - B. Rational space
  - C. Virtuous Response
  - D. Seeking to understand
  
2. Which one of the following Elements of compassionate care is negative impact Patients feeling and emotions?
  - A. Virtuous Response
  - B. Relational space:
  - C. Virtue
  - D. Seeking to Understand
  - E. None of the above

**Short Answer Questions**

3. What is Relational Communication?

**Note: Satisfactory rating - 4 points**

**Unsatisfactory - below 4 points**

**Answer Sheet**

1. \_\_\_\_\_
2. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Information Sheet-3</b>	Principles of compassionate care/Patients/clients innate needs
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### Principles of compassionate care/Patients/clients innate needs

The universal principles of compassion will help us know one another in a more meaningful way where we discover each other respectfully. They create the conditions that allow a person who is suffering to experience the healing power of compassion.

1. **Attention** is the focus of healthcare provider. Being aware will allow the healthcare provider to focus on what is wrong with a patient; or what matters most to the patient.
2. **Acknowledgement** is the principle of what the healthcare professional says. The report of the examination or reflection on the patient’s message. Positive messages of acknowledgment are buoyant; they let someone know that you appreciate them as a unique individual.
3. **Affection** is how healthcare providers affect or touch people. Human contact has the ability to touch someone’s life. It is the quality of your connection, mainly through warmth, comfort, kindness and humor. Affection brings joy and healing.
4. **Acceptance**- is the principle of being with mystery – how you stand at the edge of your understanding or at the beginning of a new experience, and regard what is beyond with equanimity. It is the quality of your presence in the face of the unknown, in the silence. Like the sun in the north at midnight, acceptance welcomes the mysteries of life and is at peace with whom we are and where we are, right now. It is the spirit of Shalom.
  - ✓ The principle of acceptance is: being at peace with the way things are allows them to change.



<b>Self-check -3</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

**Multiple Choose**

4. Which one of the following Principles of compassionate care is how health care providers affect or touch people?
  - A. Acceptance
  - B. Acknowledgement
  - C. Affection
  - D. Attention
  
5. The principle of acceptance is being at peace with the way things are allows them to change?
  - A. True
  - B. False

**Short answer**

6. Write Principles of compassionate care?

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Instruction Sheet</b>	<b>LG03: Demonstrating effective health care communication</b>
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This

learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Compassion and concern for the patient
- Effective communication with health care teams and patients

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to**

- Established (Rapport) Positive, respectful and collaborative working relationship
- Recognized, anticipated and expressed Compassion and concern for the patient
- Clearly and effectively elicited information
- Gathered proper information in order to facilitate accurate diagnosis
- Used Appropriate non-verbal communication
- Actively listened patient concern
- Effectively informed, educated and Counseled clients
- Established effective interaction with other people working within the health system
- Therapeutic instructions provided compassionately
- Used and implemented Non-violent communication techniques

**Learning Instructions:**

10. Read the specific objectives of this Learning Guide.
11. Follow the instructions described below.
12. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4
13. Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4”
14. If you earned a satisfactory evaluation from the “Self-check” proceed to the next topics

<b>InformationSheet-1</b>	<b>Demonstrate effective health care communication</b>
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thus, there requirements of a job, though specific to it, covers also a general spectrum.

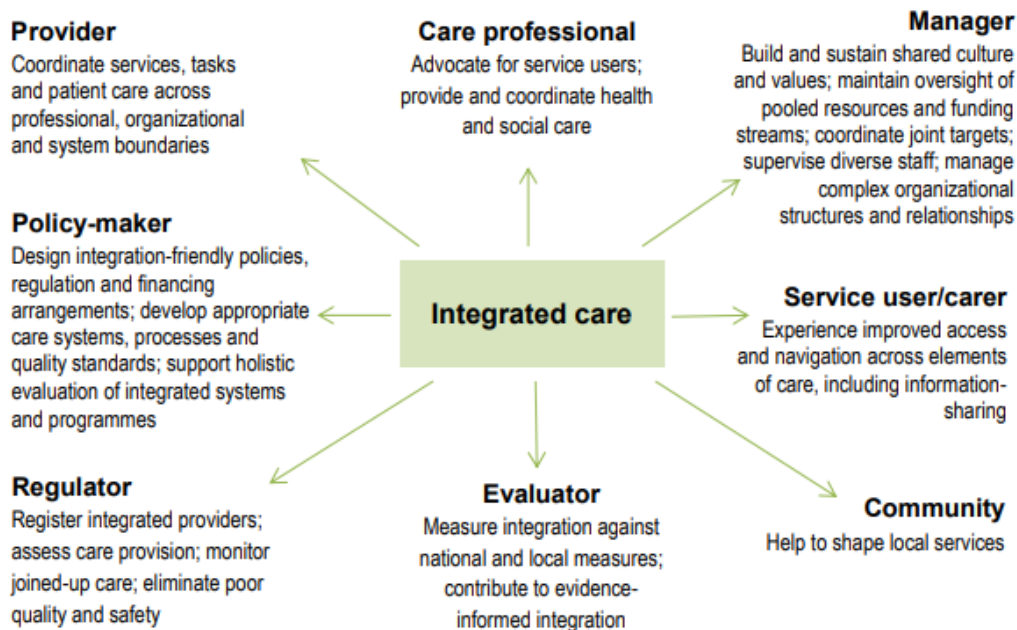
These make for better employees and better individuals.

### 3. Demonstrate effective health care communication

#### 3.1. Work relationship (Positive, respectful and collaborative)

In many health systems, integrated care is seen as a possible solution to the growing demand for improved patient experience and health outcomes of multi morbid and long-term care patients. During the last decade different models and approaches to integrated care have been widely applied and documented across a variety of settings, which has resulted in the multiplicity of definitions and conceptual frameworks.

Integrated care is often contraposed to fragmented and episodic care, and it is used synonymously to terms like coordinated care and seamless care, among others. However, there is no unifying definition or common conceptual understanding of integrated care, which is most likely, a result of ‘the polymorphous nature of integrated care itself’ (7). In effect, the perspectives that construct the concept are likely to be shaped by views and expectations of various stakeholders in the health system.



### Helping Relationship

The helping relationship is sometimes called therapeutic or client nurse relationship.



The goals of a helping relationship between a nurse and a client are determined cooperatively and are defined in terms of the client's needs.

Broadly speaking common goals might include:

- ✓ Increased independence,
- ✓ Greater feelings of worth and
- ✓ Improved physical well being

**Basic Characteristics of a Helping Relationship**

- ✓ Dynamic
- ✓ Purposeful and time limited

The person providing the assistance in a helping relationship assumes the dominant role. Collaborating positive work relationship is very important to provide respectful health care

**Positive;** - Encouraging good behavior, behavior which is morally good or *Affirmative behavior/action*.

- Associated with relational communication and the use of interpersonal skills in clinical communication, which convey compassion.

**Compassion- related positive behaviors vary in expression;** behaviors share a commonality that distinguish them from general caring of health care providers to give not only of themselves as a professional but as a person.

The primary behaviors associated with relational communication are described by patients as showing respect; physical displays of caring; and listening and supportive words

**Respectful:** - Is the kind of care, in any setting, which supports and promotes, and does not undermine a person's self-respect, regardless of any differences.

The action meanings of the word respect are:-

- ✓ Pay attention to
- ✓ Honoring
- ✓ Avoiding damage e.g. insulting, injuring
- ✓ Not interfering with or interrupting
- ✓ Treating with consideration
- ✓ Not offending

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<b>Information Sheet-2</b>	<b>Compassion and concern for the patient</b>
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- **Compassion** can be defined as ‘A sensitivity to the suffering of self and others with a deep wish and commitment to relieve the suffering ’

**Compassion:** - Is a feeling of deep sympathy and sorrow for the suffering of others accompanied by a strong desire to alleviate the suffering? Therefore, we can say it is being sensitive to the pain or suffering of others and a deep desire to alleviate the suffering.

It lies at the intersection of empathy (in this case, understanding patients’ concerns) and sympathy (feeling patients’ emotions). A health professionals’ care without compassion cannot be truly patient-centered. Compassionate care addresses the patient’s innate need for connection and relationships and is based on attentive listening and a desire to understand the patient’s context and perspective.

**Concern for patient:-**Caring feelings (a feeling of worry, compassion, sympathy, or regard for patient or patient care.

**Compassionate, respectful and caring (CRC)** - means serving patients, being ethical, living the professional oath, and being a model for young professionals and students. It’s a movement that requires champions who identify with their profession and take pride by helping people.

**Characteristics of CRC Health Professionals**

CRC health professionals have the following four essential characteristics:

- Consider patients as human beings with complex psychological, social and economic needs and provide person-centered care with empathy;
- Effective communication with health care teams, interactions with patients and other health professionals over time and across settings;
- Respect for and facilitation of patients’ and families,’ participation in decisions and care.
- Take pride in the health profession they are in and get satisfaction by serving the people and the country.

**Quality of Compassionate care**

**Compassion** can be defined as a sensitivity to the suffering of self and others with a deep wish and commitment to relieve the suffering ’

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Developing more compassion can be a way to balance emotions to increase the well-being of patients, healthcare professionals and facilitation of healthcare delivery.

For patients, compassion can help prevent health problems and speed-up recovery. Compassion can improve staff efficiency by enhancing cooperation between individuals and teams and between patient and healthcare professionals.

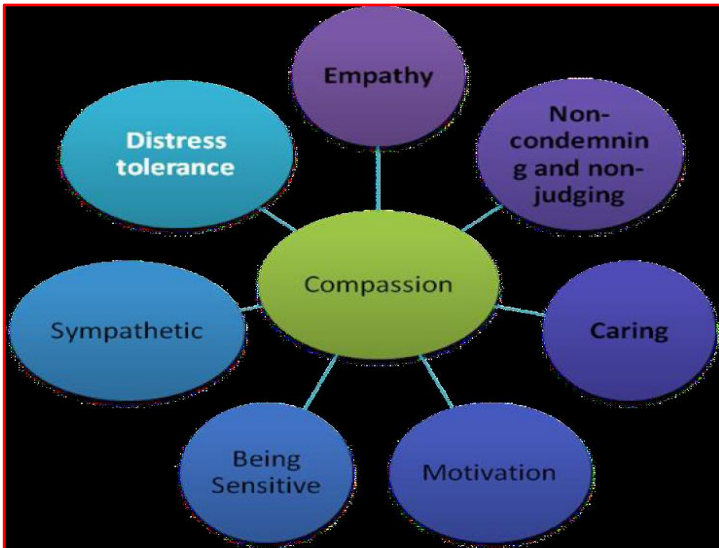


Figure 1.2: Qualities of compassion

**Motivation:** Making a decision to be compassionate and it is the commitment to try to do something about the compassionate care.

**Being sensitive:** Making an effort to train one’s mind to become **sensitive** to feelings and thoughts will heighten sensitivity to one’s needs. It is difficult to be self-compassionate if one is completely insensitive to feelings of pain, sadness, want or needs. One must learn to notice one’s thoughts and feelings as they come about. However, sensitivity does not mean merely react to situations without thought or reflection. To be sensitive means ‘openness and ability to recognize and listen in appropriate ways’.

**Sympathetic:** Compassion requires one to be emotionally open to one’s suffering, as well as to the suffering of others. To be sympathetic is to be emotionally affected by suffering of others. Sympathy is an emotional reaction to one’s own and other people’s emotions and states (e.g. flinching when one sees someone fall. Sympathy can also be expressed by the feeling of joy over the well-being of others.

**Empathy:** Understanding and how one perceives one’s feelings and thoughts is to empathize. To be open and curious helps one to understand how one feels, what one feels and why. When we have empathy for others we try to understand the situation from their point of view, what others are thinking and how it may be different. Showing empathy requires work. For example, if client is shouting and complaining on you but you realize that they were under



enormous stress and pain and then you don't take it personally and you forgive them: you are showing empathy. Compassion and empathy are closely related but the two terms cannot be used synonymously. Empathy is the ability to sense feelings or concerns of others; this often leads to compassion, which is a feeling of concern for the sufferings or misfortunes of others. Compassion leads to an act of trying to alleviate suffering or misfortune.

**Distress tolerance:** To be open to feelings, one must accept them. There are a number of different feelings ranging from being sad, angry or anxious and joyful. Some examples of reactions to feelings is sometimes to be critical, to run away from them, to hide or suppress them; but when one is compassionate, it is easier to be open, tolerant, accepting of different types of feelings . Therefore an important aspect of compassion is to learn how to tolerate and come to terms with, become familiar with, and less frightened of, one's feelings. At the same time, however, it is possible to change one's feelings for people, different events or even one's own person.

**Not to condemn or judge:** The suffering mind, for example, can be filled with condemning and critical thoughts of one's self or others. Letting go of these negative thoughts is linked to becoming kind and mindful; we become more aware of thoughts and feelings from an observational point of view. We should not judge them, nor try to suppress them or push them out of our minds, avoid or run away from them (this means, we have to accept as they are). Rather, one should learn to reflect more and not react too hastily. These abilities can be developed incrementally. These positive reflections are engaged with the feelings of warmth and a genuine desire to relieve suffering and increase growth and flourishing.

**Caring:** Promotes compassion. Because the action of caring has the potential to alleviate individual suffering. Care is the "action and activities directed towards assisting, supporting or enabling another individual **or** group with evident or anticipated needs to improve a human condition or life way or to face death".

### **Elements of compassionate care**

According to researches the key elements of compassionate care has seven categories, each contains theme and subthemes.

### **Virtue**

It is described as "good or noble qualities embodied in the character of the health care provider.

Specifically, patients felt compassion stemmed from virtues of genuineness, love, honesty, openness, care, authenticity, understanding, tolerance, kindness, and acceptance.

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Compassion is predicated on health care provider virtues, independent of patient behavior, relatedness, or deservedness.

**Relational space:**

Relational space is defined as the context and content of a compassionate encounter where the person suffering is aware of and is engaged by, the virtues of the health care provider.

The intent and depth of the health care provider-patient relationship was a defining feature of compassion, extending beyond simply acknowledging and understanding the needs of the patient to relating to them as a fellow human being and actively engaging their suffering.

The category of relational space comprised two themes.

Patient awareness which describes the extent to which patients intuitively knew or initially sensed health care provider capacity for compassion.

Engaged care giving which refers to tangible indicators of health care provider compassion in the clinical encounter that established and continued to define the health care provider-patient relationship over time.

**Virtuous Response**

It is the “Enactment of a virtue toward a person in suffering,” and it is both an individual category and an overarching principle of care that functions as a catalyst to the three core categories of compassionate care giving: “seeking to understand, relational communicating, and attending to needs”

The category of virtuous response contain three broad themes within it:

**Knowing the person:** Refers to the extent to which healthcare providers approached their patients as persons and view their health issues and suffering from this point of view.

**Seeing the person as priorit;**- Involves healthcare providers’ ability to priorities patient needs, setting aside their own assumptions and healthcare system priorities in the process.

**Beneficence;**- Refers to healthcare providers wanting the best for the patient, informing the three moretargeted core categories of compassionate care giving.

**Seeking to Understand;**-Seeking to understand refers to healthcare providers trying to know the patient as a personand his or her unique needs.

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Health care providers' first act is to know and prioritize the patient as a person by pursuing a deeper understanding of the person and his or her unique illness experience to better diagnose the patient.

The need to understand a person's desires and tailor his or her care is identified by most patients as a fundamental feature of compassion.

- o Seeking to Understand the Person.
- o Seeking to Understand the needs of the Person

**Relational Communication**

The category of relational communication is an important element of compassion identified by patients consisting of verbal and nonverbal displays conveyed by the healthcare

**Demeanor (“being”):**Refers to the disposition of healthcare provider that is conveyed through nonverbal communication, such as body language, eye contact, tone of voice, posturing and expressions.

Demeanor is closely related to “patient awareness” within the category of “relational space”. It is more sensory-based and contextual to clinical communication.

☆**Affect (“feeling for”):**

Describes the extent to which healthcare providers actively connects with their patients' emotions; as well as their influence over the process.

In relation to compassion, affect is characterized by vulnerability and action, requiring healthcare providers to enter the relational space and position themselves; to be in the “patient’s shoes” as clinical information is being shared.

☆**Behaviors (“doing for”):**

Associated with relational Communication and the use of interpersonal skills in clinical communication, which convey compassion.

- Compassion- related behaviors vary in expression; behaviors share a commonality that distinguish them from general caring of health care providers to give not only of themselves as a professional but as a person. The primary behaviors associated with relational communication are described by patients as showing respect; physical displays of caring; and listening and supportive words.

☆**Engagement (“being with”):**

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Refers to the degree to which patients feel healthcare providers are actively present in the clinical encounter.

The first aspect of engagement is attentiveness through nonverbal actions (e.g. sitting versus standing at the patient’s bedside) and temporal indicators (e.g. communicating regularly with patients about their needs or communicating potential health issues to other members of the patient’s care team).

☆ **Attending to Needs:**

It refers to “a timely and receptive desire to actively engage in and address a person’s multifactorial suffering”.

Attending to patients’ needs has three interrelated themes:

☆ **Compassion-Related Needs:**

Refers to the dimensions of suffering that patient feel compassion including

- ✓ Physical
- ✓ Emotional
- ✓ Spiritual
- ✓ Familial and
- ✓ Financial
- Compassionate healthcare providers are those who, regardless of their scope of practice, are willing to actively attend to a patient’s immediate needs.

☆ **Timely:**

Refers to addressing suffering in a “timely” manner. It has dual understanding of time, referring to both the desire of healthcare providers to address suffering in a responsive manner and at an opportune moment.

The responsive dimension of time is frequently referred to as acute suffering (e.g. a pain crisis)

☆ **Action:**

- Refers to the initiation and engagement of a dynamic and tangible process aimed at alleviating suffering. Compassion is more action.

☆ **Patient-Reported Outcomes:**

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The impact of compassion on patients who are suffering is profound. Patient-reported outcomes refer to the effect of compassion on suffering, patient well-being, and care.

Although some patients feel that compassion directly improves the health outcomes, compassion primarily enhances patients' well-being and the quality of their relationship with their healthcare providers.

These experiences have an equally enduring effect on their well-being and the care-giving relationship, often exacerbating suffering in the process.

### **Principles of compassionate care**

The universal principles of compassion will help us know one another in a more meaningful way where we discover one another respectfully. They create the conditions that allow a person who is suffering to experience the healing power of compassion.

1. **Attention** is the focus of healthcare provider. Being aware will allow the healthcare provider to focus on what is wrong with a patient; or what matters most to the patient.
2. **Acknowledgement** is the principle of what the healthcare professional says.
3. **Affection** is how healthcare providers affect or touch people. Human contact has the ability to touch someone's life. It is the quality of your connection, mainly through kindness and humor. Affection brings joy and healing.
4. **Acceptance** is the principle of being with mystery understanding or at the beginning of a new experience, and regard what is beyond with equanimity.

It is the quality of your presence in the face of the unknown, in the silence. Like the sun in the north at midnight, acceptance welcomes the mysteries of life and is at peace with whom we are and where we are, right now. It is the spirit of Shalom.



<b>Self-Check -2</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

**Say true or false**

1. Caring is promotes compassion?
2. Compassion can be defined as: sensitivity to the suffering of self and others with a deep wish and commitment to relieve the suffering?

**Multiple choose**

3. Which of the following quality of compassion requires the one to be emotionally open to one’s suffering, as well as to the suffering of others?
  - A. Caring
  - B. Sympathetic:
  - C. Distress tolerance
  - D. Being sensitive
4. Which one of the following is not quality of compassionate care?
  - A. Distress tolerance
  - B. Motivation
  - C. Less sensitive
  - D. Sympathetic:

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Information Sheet-3</b>	Effective communication with health care teams and patients
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## Review of communication

### Definition of communication

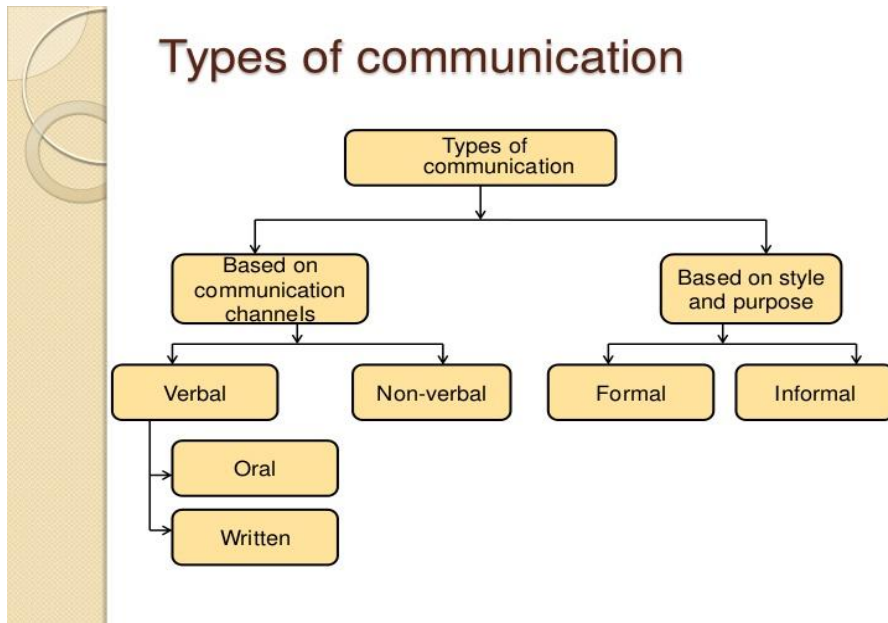
- The word communication come from latin word 'communis' meaning make common ground of understanding, to share information, ideas or attitude, to impart, to transmit.
- Evert M. Rogers (1993), defined "**communication**as the process by which an idea is transferred from a source to a receiver with intent to **change his/her behavior**
- It is a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.



### Types of communication

Communication of information, messages, opinions, speech and thoughts can be done via different forms of modern communication media, like Internet, telephone and mobile. Some of the basic ways of communication are by speaking, singing, sign language, body language, touch and eye contact. These basic ways of communication are used to transfer information from one entity to other.

There are many different types of communication but they can be classified into **four basic types**.



#### A. Verbal Communication

Verbal communication includes sounds, words, language and speaking. Language is said to have originated from sounds and gestures. There are many languages spoken in the world. The basis of language formation is: gender, class, profession, geographical area, age group and other social elements. Speaking is an effective way of communicating and is again classified into two type's viz. interpersonal communication and public speaking.

Good verbal communication is an inseparable part of business communication. In a business, you come across people from various ages, cultures and races. Fluent verbal communication is essential, to deal with people in business meetings. Also, in business communication self-confidence plays a vital role which when clubbed with fluent communication skills can lead to success.

Public speaking is another verbal communication in which you have to address a group of people. Preparing for an effective speech before you start is important. In public speaking, the speech must be prepared according to the type of audience you are going to face. The content of your speech should be authentic and you must have enough information on the topic you have chosen for public speaking. All the main points in your speech must be highlighted and these points should be delivered in the correct order. There are many public speaking techniques and these techniques must be practiced for an effective speech.

#### B. Non-Verbal Communication

Non-verbal communication involves physical ways of communication, like, tone of the voice, touch, smell and body motion. Creative and aesthetic non-verbal communication includes singing, music, dancing and sculpturing. Symbols and sign language are also included in non-

verbal communication. Body language is a non-verbal way of communication. Body posture and physical contact convey a lot of information. Body posture matters a lot when you are communicating verbally to someone. Folded arms and crossed legs are some of the signals conveyed by a body posture. Physical contact, like, shaking hands, pushing, patting and touching expresses the feeling of intimacy. Facial expressions, gestures and eye contact are all different ways of communication. Reading facial expressions can help you know a person better.

### **C. Written Communication**

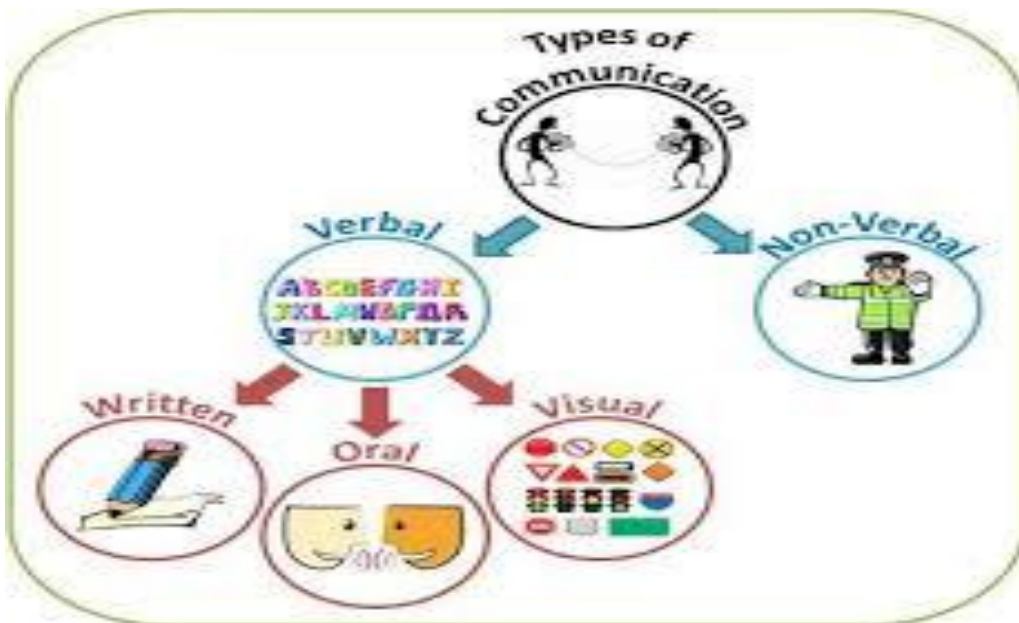
Written communication is writing the words which you want to communicate. Good written communication is essential for business purposes. Written communication is practiced in many different languages. E-mails, reports, articles and memos are some of the ways of using written communication in business. The written communication can be edited and amended many times before it is communicated to the second party to whom the communication is intended. This is one of the main advantages of using writing as the major means of communication in business activity. Written communication is used not only in business but also for informal communication purposes. Mobile SMS is an example of informal written communication.



### **D. Visual communication**

The last type of communication is the visual communication. Visual communication is visual display of information, like topography, photography, signs, symbols and designs. Television and video clips are the electronic form of visual communication.

Effective communication is essential for the success of any type of business. Informally too, nothing can be achieved without proper communication. Therefore, developing communicative skills is a must. One must understand that all the four types of communication are equally



### 3.5. Effective communication with health care teams and patients

- Relational Communication
- ✓ The category of relational communication is an important element of compassion identified by patients consisting of verbal and nonverbal displays conveyed by the healthcare provider’s engagement with the person suffering.
- There are four specific themes and associated subthemes that convey compassion within clinical communication:
  - A. **Demean or (“being”)**:refers to the disposition of healthcare provider that is conveyed through nonverbalcommunication, such as body language, eye contact, tone of voice, posturing andexpressions. Demean or is closely related to “patient awareness” within the category of “relational space”. It is more sensory-based and contextual to clinical communication.
  - B. **Affect (“feeling for”)**:describes the extent to which healthcare providers actively connects with their patients’ emotions; as well as their influence over the process.In relation to compassion, affect is characterized by vulnerability and action, requiring healthcare providers to enter the relational space and position themselves; to be in the “patient’s shoes” as clinical information is being shared.
  - C. **Behaviours’ (“doing for”)**:associated with relational communication and the use of interpersonal skills in clinical communication, which convey compassion. Compassion-related behaviours vary in expression; behaviours share a commonality that distinguish them from general caring of health care providers to give not only of themselves as a professional but as a person. The primary behavior associated with relational



communication is described by patients as showing respect; physical displays of caring; and listening and supportive words.

D. **Engagement (“being with”)**:refers to the degree to which patients feel healthcare providers are actively present in the clinical encounter. The first aspect of engagement is attentiveness through nonverbal actions (e.g. sitting versus standing at the patient’s bedside) and temporal indicators (e.g. communicating regularly with patients about their needs or communicating potential health issues to other members of the patient’s care team).Acknowledgment, the second essential aspect of engagement, involves recognizing the personal impact of suffering, reflecting back to the patient, and integrating this information into subsequent interactions. The final aspect of engagement is dialogue, which consists of healthcare providers communicating clinical information accurately and sensitively, including the effective use of silence and allowing patients to participate in the clinical conversation.

**3.5.2. Principles of effective communication**

- ✓ Good communication is one of the keys to your success as an early intervention provider.  
It is the means of establishing and building relationships with families, with your co-workers and teammates, and community agencies.
- ✓ Your communication skills will play an important part in your ability to support families and their children as they learn new skills.
- ✓ Communication requires good listening skills, awareness of cultural differences, sensitivity to nonverbal cues, dissemination of information, and appropriate documentation.
- ✓ Using good listening skills involves asking open-ended questions, and active listening strategies.

**3.5.3. Components of effective communication**

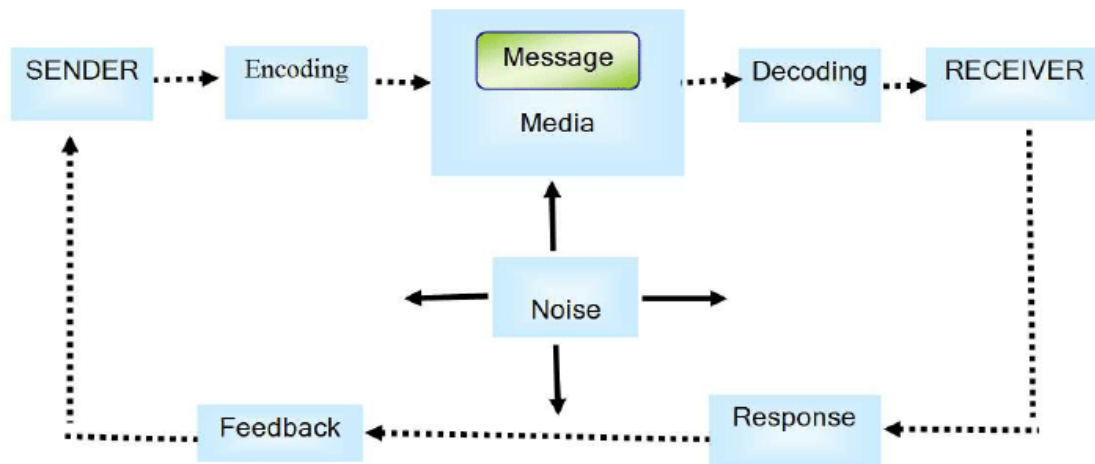
We know that communication is a process of transmitting and receiving messages (verbal and non-verbal). Communication is a dialogue not a monologue. So, a communication is said to be effective only if it brings the desired response from the receiver.

**Communication consists of six components or elements.**

1. Context
2. Sender/Encoder
3. Message

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4. Medium
5. Receiver/Decoder
6. Feedback



### 1. Context

Every message (Oral or written), begins with context. Context is a very broad field that consists of different aspects. One aspect is country, culture and organization. Every organization, culture and country communicates information in their own way.

Another aspect of context is external stimulus. The source of external stimulus includes; meeting, letter, memo, telephone call, fax, note, email and even a casual conversation. This external stimulus motivates you to respond and this response may be oral or written.

Internal stimuli are another aspect of communication. Internal Stimuli includes; you opinion, attitude, likes, dis-likes, emotions, experience, education and confidence. These all have multifaceted influence on the way you communicate you ideas. A sender can communicate his ideas effectively by considering all aspects of context mentioned above.

### 2. Sender/Encoder



Encoder is the person who sends message. In oral communication the encoder is speaker, and in written communication writer is the encoder. An encoder uses combination of symbols,



words, graphs and pictures understandable by the receiver, to best convey his message in order to achieve his desired response.

### 3. Message

Message is the information that is exchanged between sender and receiver. The first task is to decide what you want to communicate and what would be the content of your message; what the main points of your message are and what other information to include. The central idea of the message must be clear. While writing the message, encoder should keep in mind all aspects of context and the receiver (How he will interpret the message). Messages can be intentional and unintentional

### 4. Medium

Medium is the channel through which encoder will communicate his message. How the message gets there. Your medium to send a message may be print, electronic, or sound. Medium may be a person as postman. The choice of medium totally depends on the nature of your message and contextual factors discussed above. Choice of medium is also influenced by the relationship between the sender and receiver.

The oral medium, to convey your message, is effective when your message is urgent, personal or when immediate feedback is desired. While, when your message is long, technical and needs to be documented, then written medium should be preferred that is formal in nature. These guidelines may change while communicating internationally where complex situations are dealt orally and communicated in writing later on.

### 5. Receiver/Decoder

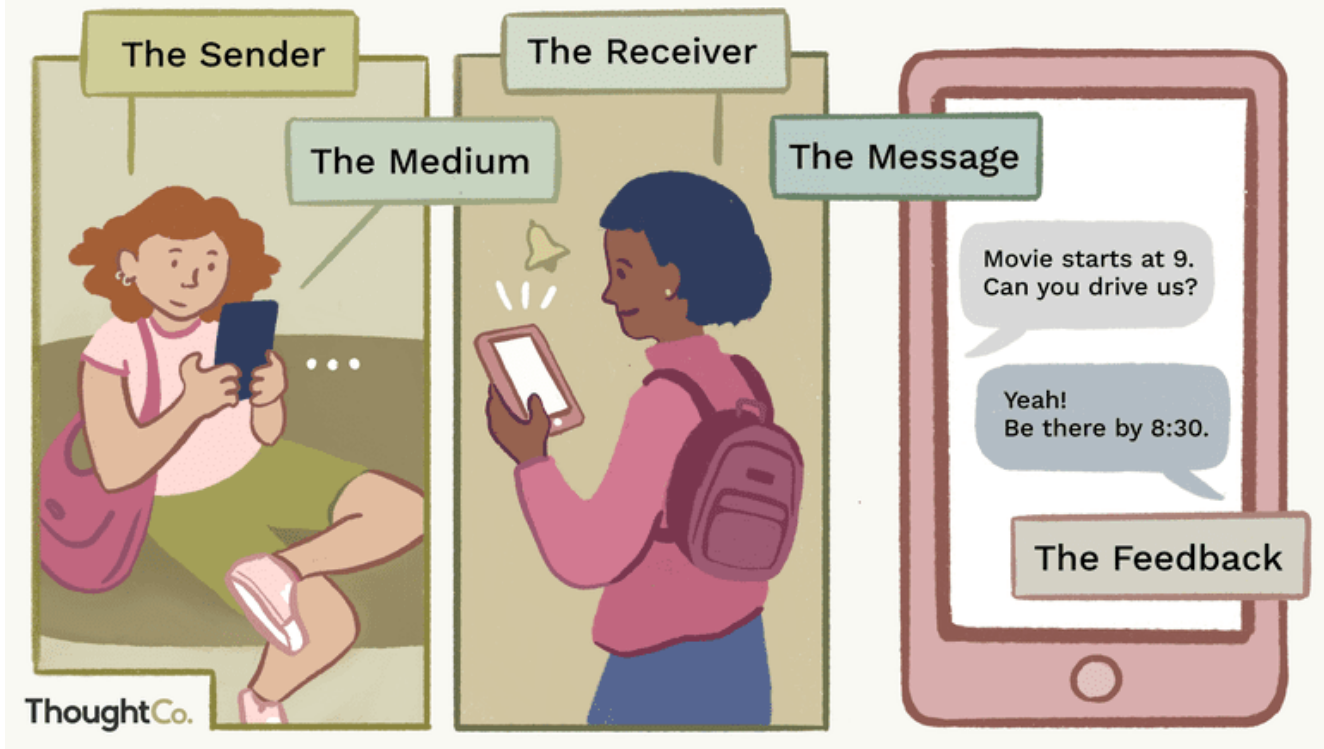
The person to whom the message is being sent is called 'receiver'/'decoder'. Receiver may be a listener or a reader depending on the choice of medium by sender to transmit the message. Receiver is also influenced by the context, internal and external stimuli. Receiver is the person who interprets the message, so higher the chances are of mis-communication because of receiver's perception, opinion, attitude and personality. There will be minor deviation in transmitting the exact idea only if your receiver is educated and have communication skills.

### 6. Feedback

Response or reaction of the receiver, to a message, is called 'feedback'. Feedback may be written or oral message, an action or simply, silence may also be a feedback to a message. Feedback is the most important component of communication in business. Communication is said to be effective only when it receives some feedback. Feedback, actually, completes the loop of communication.

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# Elements of the Communication Process



## 3.5.4. Interpersonal relationship

- ✓ Is a person to person, two-way, verbal and non-verbal interaction that includes the sharing of information and feelings between individuals or in small groups that establish trusting relationships
- ✓ Takes place between service providers and their clients and members of the community and is a key element in maximizing access to quality care.
- ✓ Includes the process of education, motivation and counseling and starts with understanding the critical role of good client service.

### COMPONENTS of THE INTERPERSONAL COMMUNICATION MODEL

Much research has been done to try to break down interpersonal communication into a number of elements in order that it can be more easily understood. Commonly these elements include:

1. sender,
2. message,
3. receiver,
4. Feedback
5. barriers.



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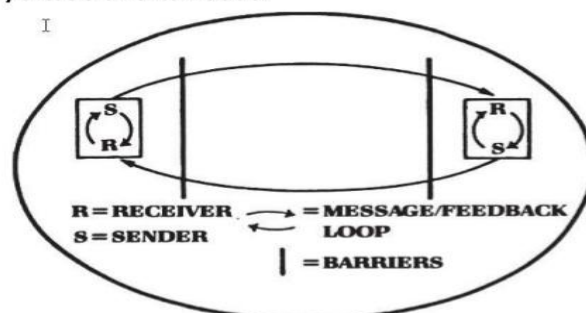


FIGURE 2-1. The interpersonal communication model.





### 3.5.4.1. Laboratory technician in relation to his/her patients

- ✚ Laboratory technician have the obligations to act in the best interest of the individual patient.
- ✚ Laboratory technician should always strive to provide information to patients regarding professional services truthfully, accurately, and clearly.
- ✚ Laboratory technician shall provide professional service to the best of their capabilities and to conduct themselves in such a manner as to hold their profession in high esteem and use professional judgment by following the laws and regulations pertaining to laboratory.
- ✚ Laboratory technicians shall bear the responsibility and accountability in the control and supply of service contributing to public health.
- ✚ Laboratory technician shall seek to maintain professional relationships with other coworkers, colleagues, other members of the health care team and other stakeholders to achieve the highest standard of care for the best interest of the patient.
- ✚ Always follow the rule: Patient first or Service first.
- Therefore, the Laboratory technician/technologists should.
  - ✓ Be morally obliged to the gift of trust received from the patients; be responsible to help individuals to achieve optimum benefit from their diagnosis.
  - ✓ Do not show partiality between his patrons i.e. He/she should not discriminate between patients by nationality, color, religion, social status, political standards, etc...
  - ✓ Do not abuse his/her relationship with the patient for personal use.
  - ✓ Dedicate him/her to protect the dignity of the patient i.e. He/she should respect the patient right not to take a drug unless the disease condition requires otherwise by law.
- ✚ Respect and treat all patients equally, and protect their dignity and privacy.
  - ✓ Laboratory technician shall treat patients without prejudice of race, age, gender, sexual orientation, nationality, religion, disability or socio-economic status; and not allow personal beliefs to influence the management of patients.
  - ✓ Laboratory technician shall hold the details of patient information in confidence by taking all reasonable steps to prevent accidental disclosure or unauthorized access to confidential information and should not disclose such information to anyone without proper patient authorization/consent except where the best interest of the patient requires or required by law.

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### 3.5.4.2. Laboratory technician in relation to the public

- ✚ Comply with the laws/legal requirements; uphold professional standards and consistency in the promotion and provision of health services and products.
- ✓ Laboratory technician shall comply with the laws that govern practice in the course of their professional responsibilities.
- ✓ Laboratory technician shall ensure that the premise of practice must fulfil professional practice guidelines and standards so as to enable the provision of safe, high quality and cost effective health services and products.
- ✓ Laboratory technician shall take responsibility for all work done by them and ensure that those under their direct supervision are able to carry out duties competently.
- ✓ Laboratory technician shall ensure appropriate standard operating procedures exist and are adhered to for the diagnosis and safety of the patient.
- ✓ Laboratory technician shall make sure that their professional judgement is not impaired by personal or commercial interests, incentives, targets or similar measures.
- ✚ Behave in a way that justifies trust and maintains the reputation of profession.
- ✓ Laboratory technician shall act with honesty and integrity to uphold public trust and confidence in their profession.
- ✓ Laboratory technician shall maintain proper professional boundaries in the relationships they have with patients and other individuals that they come into contact with during the course of professional practice.
- ✓ Laboratory technician shall comply with legal requirements, mandatory professional standards and accept best practice guidance, and adhere to acceptable standards of personal and professional code of conduct.
- ✓ Laboratory technician shall honor commitments, agreements and arrangements for the provision of professional services.
- ✓ Laboratory technician shall refrain from publicly criticizing their colleagues and other healthcare professionals.
- ✓ Laboratory technician shall demonstrate respect for the dignity, views, ability and rights of colleagues and other healthcare professionals in forming and maintaining professional relationship.
- ✚ Always provide quality service.
- ✚ Therefore the Laboratory technician/technologists should:
  - ✓ Maintain good personal qualities.
  - ✓ Be on duty with clear mind.
  - ✓ Be presentable.

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- ✓ Master communication skills.
- ✓ Be knowledgeable.
- ✓ Always provide accurate and appropriate information.
- ✓ Always update him/herself

### 3.5.4.3. Laboratory technician in relation to health professionals

#### The technician/technologists should:

- Respect the skills and competencies of other health care providers and endeavor to work cooperatively with them.
- Do not enter into any secret arrangements or negotiation, with other health professionals.
- Endeavor to maintain the confidence and trust placed in other health professionals by patients.
- Expose any act of malpractice committed by other health professionals through the appropriate channel.
- **Always**
  - ✓ Communicate
  - ✓ Correct
  - ✓ Cooperate
  - ✓ Support
  - ✓ Respect

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<b>Self-Check -2</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

**Multiple choose**

1. Which of the following is **false** according to Lab technologists in relation to the public?
  - A. Lab technologists shall not take responsibility for all work done by them and ensure that those under their direct supervision are able to carry out duties competently.
  - B. Lab technologists shall ensure appropriate standard operating procedures exist and are adhered to for the care and safety of the patient.
  - C. Lab technologists shall abide by governing laws, standards and guidelines pertaining to the research, manufacture, distribution, sale, promotion and advertising of all health services and products.
  - D. Lab technologists shall refrain from misleading the public by promoting or criticizing any health product or services, through advertisements or other endorsements
  
2. Which Types of communication involves physical ways of communication, like, tone of the voice, touch, smell and body motion?
  - A. Non-Verbal Communication
  - B. Verbal Communication
  - C. Written Communication
  - D. Visual communication
  
3. Laboratory technologist should \_\_\_\_\_
  - A. Maintain good personal qualities.
  - B. Be on duty with clear mind.
  - C. Be presentable.
  - D. Master communication skills.
  - E. All of the above

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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Instruction Sheet	<b>LG04: Providing respectful care for clients</b>
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Respecting patients
- Participating patients and families in decision making and care

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to –**

- Health care practitioners listen to and honor patient and family perspectives and choices
- Incorporated into the planning and delivery of care Patient and family knowledge, values, beliefs and cultural backgrounds.
- Health care practitioners communicate and share complete and unbiased information with patients and families in ways that are affirming and useful
- Patients and families receive timely, complete, and accurate information in order to effectively participate in care and decision-making.
- Encouraged and supported in participating in care and decision-making at the level they choosePatients and families.
- Patients, families, health care practitioners, and hospital leaders collaborate in policy and program development, implementation, and evaluation; in health care facility design; and in professional education, as well as in the delivery of care.
- RespectedPatient’s rights to access care, transfer and continuity of care.

**Learning Instructions:**

15. Read the specific objectives of this Learning Guide.
16. Follow the instructions described below 3 to 6.
17. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3 and Sheet 4Accomplish the “Self-check 1, Self-check t 2, Self-check 3 and Self-check 4
18. If you earned a satisfactory evaluation from the “Self-check” proceed to the next session

Information Sheet-1	Respecting patients
---------------------	---------------------

#### 4.1.1. Dignity and Respect

##### **Definition of Dignity (دکرامت)**

The word dignity originates from two Latin words: 'dignitus' which means merit and 'dignus' meaning worth. It is defined from two perspectives:

- ✓ Dignity is a quality of the way we treat others.
- ✓ Dignity is a quality of a person's inner self.



Fig:-4.1. dignity

Protect the patient's physical **privacy**.

- **Maintain** patient **dignity** by ensuring they remain covered while **providing care**. When **giving** a bath, **keep** the patient covered with a blanket or towel, uncovering only the section of the body you are currently washing.

## Types of Dignity

There are four types of dignity: dignity of human being, personal identity, merit and moral status.



**Fig:-2.2. Dignity**

### 1. Dignity of human being

This type of dignity is based on the principle of humanity and the universal worth of human beings their inalienable rights-which can never be taken away.



**Fig. 2.3.humanity**

### 2. Dignity of personal identity

This form of dignity is related to personal feelings of self-respect and personal identity, which also provides the basis for relationships with other people.



**Fig.**

### **3. Dignity of merit**

This is related to a person's status in a society.

### **4. Dignity of moral status**

This is a variation of dignity of merit, where some people have a personal status because of the way they perceived and respected by others

### **Attributes of Dignity**

There are four attributes of dignity:

1. **Respect:** self-respect, respect for others, respect for people, confidentiality, self-belief and believe in others.
2. **Autonomy:** having choice, giving choice, making decisions, competence, rights, needs, and independence.
3. **Empowerment:** Feeling of being important and valuable, self-esteem, self-worth, modesty and pride.
4. **Communication** (may be verbal or non-verbal): explaining and understanding information, feeling comfort, and giving time to the patients / families



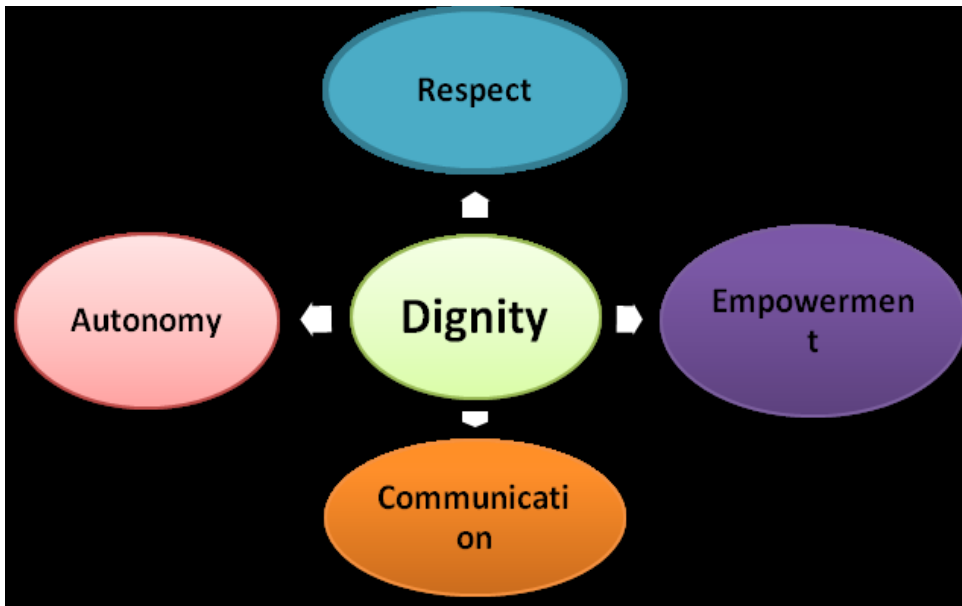


Figure:-2.5 Attributes of dignity

### **Definition of Respect (አክብሮት)**

- ✓ It is a term which is intimately related to dignity
- ✓ It is probably the most important action verb used to describe how dignity works in practice.



**Give respect Get respect**

- **The action meanings of the word respect:**
  - ✓ Pay attention to
  - ✓ Honouring
  - ✓ Avoiding damage e.g. insulting, injuring
  - ✓ Not interfering with or interrupting
  - ✓ Treating with consideration
  - ✓ Not offending

People can vary by their skills, educational background, gender, age, ethnicity, and experiences. But, as human being, all are entitled to get dignified and respectful care. Every human being must respect others and get respect from others.



Figure 2.6 Rank by achievement and Dignity

### Dignity and respect in the health care setting

Treating clients with dignity implies treating them with courtesy and kindness, but it also means:

- ✓ Respecting their rights
- ✓ Giving them freedom of choice
- ✓ Listening and taking into consideration what they say and
- ✓ Respecting their wishes and decisions, even if one disagrees.

Treating clients with dignity implies being sensitive to clients' needs and doing one's best for them, but it also means:

- ✓ Involving them in decision making
- ✓ Respecting their individuality
- ✓ Allowing them to do what they can for themselves and
- ✓ Giving them privacy and their own personal space

### Principles of Respectful Care

- ✓ Recognize factors affecting dignity
- ✓ Challenge dignity barriers
- ✓ Recognize diversity and uniqueness of individuals
- ✓ Value workplace culture
- ✓ Uphold responsibility to shape care



- ✓ Recognize the care environment
- ✓ Meaningful conversation

**Core Principle 1: Recognize Diversity and the Uniqueness of Individual**

- ✓ Respect and dignity may have different meaning to different people based on their culture, background, values and beliefs.
- ✓ Diversity of clients/ patients / in terms of ethnicity, religion, belief, culture, language, age, gender, disability , mental status , and social conditions shall be taken into account when we assess , examine ,diagnosing , plan and manage any health condition.
- ✓ Health care providers must fully appreciate the need to ensure that services are provided in a way that respects individuality as well as the ways in which personality impacts on user’s perceptions of the services that are provided.
- ✓ Health care providers themselves shall understand the impact of their own personal values beliefs could impact the practice of care.

**Core principle 2: Uphold the responsibility to shape care and support services around each individual**

Health care providers must play a key role in translating the understanding and knowledge regarding diversity and uniqueness of patients in to clear practices of care planning and provision. When providing care and treatment, health care providers should understand the implications of the individual’s mental capacity, knowledge, and experience, their involvement and level of participation in care planning and treatment

**Core principle 3: Communicating with individuals in ways that are meaningful to them**

Communication plays a key role in understanding individual needs and preferences. This is fundamental to care provision to ensure dignity and respect. Verbal, non-verbal and body language are important elements of communication and these are affected by individual’s culture, disability and language. Maintaining confidentiality and transparency is also fundamental for good communication. It is essential that care providers understand these factors and provide opportunities for the service user to express their wishes and concerns to their care providers.

**Core principle 4: Recognize and respect how an individual’s dignity may be affected When supported with their personal care**

While every care provider aims to provide dignified care there are many occasions which Unintentional compromises to dignity can happen due to lack of awareness and understanding. It is vital that all professionals providing care understand and support the need for an individual to receive personal care in a sensitive manner and protect their

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privacy at all times. When treating or talking to patients remember their need of, and right to, privacy. Often a hallway or curtained bed space just isn't private enough. If a patients' bedside curtain or door is closed, please ask the patient or staff attending the patient if it is OK to enter. In general, in ensuring dignified care it is important that individuals are enabled to be independent and not made uncomfortable when receiving intimate personal care.

**Core principle 5: Recognize that an individual's surroundings and environments are Important to their sense of respect**

Ensuring a friendly and supportive environment is a key enabler for individuals to feel respected and maintaining their dignity.

A welcoming atmosphere, respect for personal space and privacy and the right environment for effective communications are all integral to caring with dignity. A simple welcome to a patient can do a lot to make them feel comfortable and relaxed.

**Core principle 6: Value workplace cultures that actively promote the Respect for everybody**

In addition to providing the right environment for an individual it is also important to ensure a positive workplace environment for health care providers which would enable them to provide dignified care.

A respectful workplace A place where everyone can do his or her best, and where health care providers are free to report workplace concerns without fear of retaliation or reprisal. A health care is a setting/ facility that reflects and values the best in everyone, where professionals treat each other respectfully and professionally, and where individual differences are valued.

**Core principle 7: Recognize the need to challenge care that may reduce the dignity of the individual**

Respect is everyone's responsibility and this should be integral to all practices in a care setting. Staff health care providers' needs to have the opportunity to discuss things that make them feel uncomfortable but are not necessarily issues that meet safeguarding thresholds. If health facilities develop cultures that are open and reflective of practice that is undertaken during service delivery then this will be addressed. Opportunities to learn from mistakes and improving performance are a strong lever for improving the quality of care. A culture of maintaining integrity and following professional conduct enables health care providers to speak up when they come across substandard quality of care. The facility managers and leaders at all levels have a significant role to play in

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ensuring this. Encouraging everyone including staff, patient/client, and their families can provide ample learning opportunities and scope for improving practice.

## Factors Affecting Provision of Respectful Care



### a. Health Care Environment

Positive attributes of the physical environment which helped health professional to provide dignified care are related to aspects maintaining physical and informational privacy and dignity, aesthetically pleasing surroundings and single sex accommodation, toilet and washing facilities. Aspect of the environment that maintain physical and informational privacy are listed below

- ✓ **Environmental privacy** (for example curtains, doors, screens and adequate separate rooms for intimate procedures or confidential discussions (auditory privacy).
- ✓ **Privacy of the body:** covering body, minimizing time exposed, privacy during undressing and clothing are some of the enabling factors to ensure bodily privacy done by health professionals.



- ✓ **Aesthetic aspects** of the physical environment (for example space, colour, , furnishing, décor, managing smells); and the provision of accommodation, toilet and washing facilities.
- ✓ **Managing peoples in the environment:** such as other patients, family and ward visitors/public contribute positively to maintain dignity in the health.
- ✓ **Adequate mix and proficient Staffing:** adequately staffed with appropriate number and skill mix, as high workload affects staff interactions, and have strong leaders who are committed to patient dignity.
- ✓ Aspect of the environment that hinders the provision of respectful care are listed below,
- ✓ **The healthcare System:** Shortage of staff, unrealistic expectations, poorly educated staff, ‘quick fix’ attitude ,low wage, pay ‘lip service’ to dignity, low motivation, lack of respect among professionals ,normalization/tolerance of disrespectful care, lack of role model ,management bureaucracy and unbalanced staff patient ratio and skill mix.
- ✓ **Lack of privacy:** Lack of available single rooms, bath rooms and toilets without non-functional locks, use of single rooms only for infectious cases and lack of curtains or screens
- ✓ **Restricted access to facility/service:** Badly designed rooms, inadequate facilities (e.g. toilets, bath rooms), Cupboards with drawers that does not open, toilet and bath rooms shared between male and females.
- ✓ **Lack of resource:** Run out of hospital, gowns and pajamas, Lack of medical equipment’s and supplies committed to patient dignity.

**b. The attitude and behaviors of health care providers**

- ✓ While environment and resources are important factors, all staff working in practice should take individual responsibility for promoting patients’ respect and dignity as just one individual’s behavior in a team can lead to a distressing experience for patients the core values of healthcare (respect and kindness) are easy to overlook in the busy, high patient load facilities he.
- ✓ Yet it’s the humanity of healthcare that gives meaning for the work we do as health care professionals and helps to achieve the best possible health outcome and creates a lasting memory for the public we serve.

**C. Patient and family factors**

Many patients actively promote their own dignity. The patients identified that their attitude towards potentially undignifying situations helped either to promote their dignity or to accept a loss of dignity, thus, feeling more comfortable.

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- ✓ **Rationalization-** Patients rationalized that bodily exposure to staff, and intimate procedures were necessary in hospital it's just part of the health professional job.
- ✓ **Adaptation-**having a urethral catheter was a loss of dignity. The patient thus adopted an attitude of acceptance which seemed to make them feel more comfortable
- ✓ **Take initiative to build relationship:** In addition developing good relationships with staff to promote their dignity and patients were often observed taking the initiative to build relationships. Some patient factor might affect the provision of respectful care. This includes, loss of function, psychological impact of diagnosis, diagnosis associated intimate procedures.

#### **4.1.2. Patient privacy rights**

##### **The right of patient to confidentiality**

- ✓ All identifiable information about a patient's health status, medical condition, diagnosis, prognosis and treatment and all other information of a personal kind, must be kept confidential, even after death. Exceptionally, family may have a right of access to information that would inform them of their health risks.
- ✓ Confidential information can only be disclosed if the patient gives explicit consent or if expressly provided for in the law. Information can be disclosed to other healthcare providers only on a strictly "need to know" basis unless the patient has given explicit consent.
- ✓ All identifiable patient data must be protected. The protection of the data must be appropriate to the manner of its storage. Human substances from which identifiable data can be derived must also be protected.

##### ***Exceptions to the requirement to maintain confidentiality***

- ✓ Routine breaches of confidentiality occur frequently in many healthcare institutions. Many individuals (physicians, health officers, nurses, laboratory technicians, students, etc) require access to a patient's health records in order to provide adequate care to that person and, for students, to learn how to practice care provision.
- ✓ Care providers routinely inform the family members of a deceased person about the cause of death. These breaches of confidentiality are usually justified, but they should be kept.

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- ✓ To a minimum and those who gain access to confidential information should be made aware of the need not to spread it any further than is necessary for descendants benefit. Where possible, patients should be informed ahead that such a breach might occur.
- ✓ Many countries have laws for the mandatory reporting of patients who suffer from designated diseases, those deemed not fit to drive and those suspected of child abuse. Care providers should be aware of the legal requirements to be able to disclose patient information. However, legal requirements can conflict with the respect for human rights that underlies healthcare ethics. Therefore, care providers should look carefully at the legal requirement to allow such an infringement on a patient's confidentiality and assure that it is justified. If care providers are persuaded to comply with legal requirements to disclose their patients' medical information, it is advisable to discuss this issue with their patients the necessity of any disclosure before it occurs and enlist their co-operation

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<b>Self-Check -1</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

**Multiple choose**

1. Which of the following are not action meanings of the word respect?
  - A. Pay attention
  - B. Honoring
  - C. Avoiding damage
  - D. interfering with
  
2. Which one of the following Types of Dignity related to personal feelings of self-respect and personal identity, which also provides the basis for relationships with other people.
  - A. Dignity of human being
  - B. Dignity of personal identity
  - C. Dignity of merit
  - D. Dignity of moral status
  - E. None of the above
  
3. According to right of patient to confidentiality, which of the following is **true**?
  - A. All identifiable information about a patient's health status, medical condition, diagnosis, prognosis and treatment and all other information of a personal kind, must be kept confidential, even after death.
  - B. Confidential information can only be disclosed if the patient gives explicit consent or if expressly provided for in the law.
  - C. All identifiable patient data must be protected.
  - D. All of the above.

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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<b>Information Sheet-2</b>	Participating patients and families in decision making and care
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## Patient privacy rights

- **Patients right to consent, information and decision making**
  - ✓ Informed consent is legal document whereby a patient signs written information with complete information about the purpose, benefits, risks and other alternatives before he/she receives the care intended.
  - ✓ It is a body of shared decisions making process, not just an agreement.
  - ✓ Patient must obtain and being empowered with adequate information and ensure that he/she participated in their care process.
- **Confidentiality of client information**

### **Confidentiality:-**

- ✓ is an important principle in ethics
- ✓ is about your privacy, meaning that any information you tell someone will be kept between you and that person, unless it is clear that it is public or open access information

## Why we give high value for confidentiality?

### **1. Autonomy:**

- ✓ Personal information about an individual belongs to him or her and should not be made known to others without his or her consent.

### **2. Respect**

- ✓ One important way of showing respect is by preserving privacy.

### **3. Trust**

- ✓ Clients must have good reason to trust their caregivers not to divulge this information.

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## Participating patients and families in decision making and care

### Patients right to consent, information and decision making

Informed consent is legal document whereby patient signs written information with complete information about the purpose, benefits, risks and other alternatives before he/she receives the care intended. It is a body of shared decisions making process, not just an agreement. Patient must obtain and being empowered with adequate information and ensure that he/she participated in their care process.

#### For consent to be valid, it must be:

- a. **Voluntarily** : By the person themselves, free of influence
- b. **Informed**: Given all the necessary information
- c. **Capacity**: Person must be capable of giving the consent

You should ensure that informed consent be given by a patient before any medical treatment is carried out. The ethical and legal rationale behind this is to respect the patient's autonomy and their right to control his/her life.

#### 4.2.1. Information Sharing

Effective communication is a key to achieving informed consent. You should take appropriate steps to find out what patients want to know about their condition and what they ought to know about their condition, its examination and treatment.

Every adult patient is presumed to have the capacity to make decisions about their own healthcare. A care provider or health worker has a duty to assist patients to make informed decisions by giving them information in a clear and comprehensible manner; and ensure that they have appropriate support.

A Laboratory worker should consider patients' individual needs and priorities when providing information. For example, a client's or patients' beliefs, culture, occupation or other factors may have a bearing on the information when making a decision.

The laboratory worker should ask a patient whether they have understood the information they have received and if they need more information before making a decision. The laboratory worker must answer any questions the patient might have.

Also, the laboratory worker must not withhold any information necessary for the patient to make an informed decision unless disclosure would cause the patient serious harm. In this context 'serious harm' does not imply becoming upset or decide to refuse treatment.

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**Timing of consent process:**

Obtaining informed consent cannot be an isolated event. It involves an ongoing process of keeping or in pain and therefore less likely to make a calm and reasoned decision. Where possible, you should explain risks well patients up to date with any changes in their condition and the treatments or investigation proposed. Whenever possible, the laboratory worker should discuss available sampling procedure options at a time when the patient is best able to understand and retain the information. It is not recommended to seek consent when a patient may be **stressed, sedated** in advance of an intervention.

**Laboratory professionals’ responsibility for seeking consent:** Laboratory professional must have full understanding of the sampling procedure or laboratory tests, how it is carried out and the risks attached to it. If the laboratory worker does not have a full understanding of the procedure, he or she should appoint another colleague knowledgeable of the proposed sampling procedure or laboratory investigation and understands the risks involved to inform the patient with sufficient information and time to make an educated decision to consent to the procedure or investigation.

**Decision making for incompetent patients**

Many patients may be incompetent to make a decision for themselves. Example, include young children, individuals affected by certain psychiatric or neurological conditions which potentially impair their decision making ability, and those who are temporarily unconscious or comatose. These patients require substitute decision-makers. Ethical issues arise in the determination of the appropriate substitute decision-makers and in the choice of criteria for decisions on behalf of incompetent patients

**Refusal of any laboratory care:** Every adult with power to decide is entitled to refuse medical help.

The laboratory must respect a patient’s decision to refuse any laboratory services, even if he or she disagrees with the patient’s decision. In these circumstances, the laboratory technician or technologist should clearly explain to the patient the possible consequences of refusing laboratory diagnosis and offer the patient the opportunity to receive a second medical opinion if possible.

**Ethiopian Council of minister’s regulation 299/2013, Article 52.**

**Patient’s informed consent:**

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- Medical service may not be provided without obtaining the patient's informed consent
- Notwithstanding the provision of sub-article 1 of this article, medical service may be provided to a patient without obtaining his/her consent when:
  - A. The patient is unable to give his consent and such consent is given by;
    - ✓ A person authorized by the patient in writing to give consent on his behalf;
    - ✓ In the absence of a person authorized to give such consent, the spouse, child, parent, brother, or sister of the patient or
    - ✓ A person authorized to give such consent in accordance with the law or a court order
  - B. Failure to treat the patient may result in a serious risk to public health
  - C. The patient has not expressly or in any other way refused to get the medical service an any delay in the provision of medical service could result in irreversible damage on his/her health
    - ✓ Any health professional shall make reasonable effort to obtain the patient's informed consent
    - ✓ The health professional shall explain to the patient who refused to get medical services, the possible risks of his refusal on his health and shall record same in writing
    - ✓ A consent given under this article shall be valid when it is obtained from the patient or any other third party in writing, unless it is permitted by directives to be expressed orally or through conduct.

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<b>Self-Check -2</b>	<b>Written Test</b>
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**Directions:** Answer all the questions listed below. Use the Answer sheet provided in the next page:

**Multiple choose**

1. Personal information about an individual belongs to him or her and should not be made known to others without his or her consent is called \_\_\_\_\_
  - A. Respect
  - B. Trust
  - C. Capacity
  - D. Autonomy
  
2. When consent to be valid \_\_\_\_\_
  - A. Signed by the person themselves.
  - B. Given all the necessary information
  - C. Person must be capable of giving the consent
  - D. All
  
3. Effective communication is key to achieving informed consent?
  - A. True
  - B. False

**Note: Satisfactory rating - 3 points**

**Unsatisfactory - below 3 points**

**Answer Sheet**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Score = _____
Rating: _____

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Instruction Sheet	<b>LG05: Functioning with legal and ethical framework</b>
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Legislation and common laws relevant to work role are understood
- Policies and procedures are complied appropriately
- Confidentiality of individual's record is ensured.
- Disclosure of patient's information to another person without patient's consent is prevented.
- Ethical issues and ethical dilemma in the workplace are recognized
- Patients who are not able to communicate in case of emergency or other conditions are handled.
- Patient-specific data are released to only authorized users in accordance with organizational policy.
- Ethical standards related to patient privacy rights are publicized according to organizational policy.
- Assessments are conducted and solutions on privacy issues/problems recommended according to organizational procedure.
- Training programs for health care providers and other staff on privacy and confidentiality of patient information are conducted
- Unethical conduct is recognized and reported in accordance with organizational procedure

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, upon completion of this Learning Guide, **you will be able to –**

- Understood Legislation and common laws relevant to work role
- Comply with policies and procedures
- Ensured Confidentiality of individual's record.
- Prevented Disclosure of patient's information to another person without patient's consent

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- Recognized Ethical issues and ethical dilemma in the workplace
- Handled Patients who are not able to communicate in case of emergency or other conditions.
- Released to only authorize users Patient-specific data.
- Publicized Ethical standards related to patient privacy rights.
- Conducted and solutions on privacy issues/problems recommended assessments.
- Conducted training programs for health care providers and other staff on privacy and confidentiality of patient information.
- Recognized and reported Learning Instructions unethical conduct.

### **Learning Instructions**

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below
3. Read the information written in the information “Sheet 1, Sheet 2, and Sheet 3,
4. Accomplish the “Self-check 1, and Self-check 2”
5. If you earned a satisfactory evaluation from the “Self-check” proceed to an other topic

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<b>Information Sheet-1</b>	Legislation and common laws relevant to work role
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**5.1.1. Definition of terms**

**Law**

- Is the boy of principles that govern conduct and observance of which can be enforced in courts.
- It demarcates what is permissible from what is not.
- It must be obeyed and followed by citizens and is subject to legal citizens sanctions or consequences.
- Is developed in order to ensure that the relationship among persons conform to certain standard

**Legislation:-**is a broad government law such an Act. The following is some of the legislation that an organization would need to comply with:

- ✓ Workplace Health and Safety Act
- ✓ The Environmental Protection (Waste Management) Regulation
  - The Control of Workplace Hazardous Substances code is part of a regulatory package designed to deal with the safe use of hazardous substances in the workplace so as to minimize the risk of disease and injury due to the exposure of hazardous substances in the workplace.

**A policy** is the overall intention and direction of your organization related to a specific issue.

**A procedure** is a specified way to carry out a policy or perform a task, for example, the standard operating procedures (SOP’s) to be followed to identify a hazard, assess a risk or report an incident.

**Penalties** apply to breaches of regulations.

**Compliance** means meeting the requirements of government laws and compulsory codes of practice, and also voluntarily meeting workplace standards.



Fig 5.1 Ethics

## 5.2. Important roles of medical laboratory in improving the health care services

### Laboratory investigations increase the accuracy of disease diagnosis

- Many infectious diseases and serious illnesses can only be diagnosed reliably by using the laboratory.
- Misdiagnosis or late diagnosis can lead to:
  - Incorrect treatment with misuse and waste of drugs.
  - Increased morbidity (illness) and mortality (death)
  - Hospitalization and need for specialist care.–
- Patient dissatisfaction leading to negative responses to future health interventions.
- The laboratory has an essential role in **screening** for ill health and **assessing** response to treatment
- Assess a patient's response to drug therapy (treatment) eg. Tuberculosis
- Assist in monitoring the condition of a patient
- Screen pregnant women for anemia, proteinuria, and infection
- Screen the contacts of persons with infectious diseases such as tuberculosis, hepatitis (liver) B & C viruses, and sexually transmitted diseases (HIV, Gonorrhea...)

### 5.2.2. The laboratory can help to reduce expenditure on drugs

When laboratory is used:

- Drugs can be used more selectively and only when needed.
- Reduce the number of times a patient may need to seek medical care for the same illness.
- Prevent complications arising from advanced untreated disease.– avoid hospitalization and further costly investigations.

#### The medical laboratory service includes:

- ✓ Detecting and identifying the source(s) of infection (human, animal, water...)
- ✓ Participating in epidemiological surveys (inspecting and examining diseases)
- ✓ Application and evaluation of disease control methods.
- ✓ Participating in health education.
- ✓ Participating in health planning

#### Group discussion: 5.1

Discuss different roles of medical laboratory in a health institution

### 5.3. Laboratory rules and ethics

- **Ethics**-moral principle or rules of behavior that govern or influence a person's behavior



- **Rule**-a statement of what, should or must be done in particular circumstance.
- **Code of conduct** -a set of professional standards agreed on by



members of a particular profession

- ✗ **Code of conduct** for medical laboratory personnel should include those practices and attitudes which characterize a professional and responsible lab office.

## Types of law

Law occurs in a variety of hierarchical forms.

- 1. Constitution** - a broad statement of power of government and its branches.
  - It is the highest form of law.
  - All other forms of law must be consistent with this law.
  - It determines the political, economical and socio-cultural rights and obligations of government and citizens.
- 2. Treaty/Convention** – agreement between nations or states of the same country or among countries; e.g. Narcotic and Psychotropic substances control convention.
- 3. Statutes** – written laws passed by legislative body; e.g. parliament.
- 4. Regulations** – administrative enactment of the executive branch of government that fulfills statutory policy and procedure; e.g. Drug enforcement administration (DEA).

## Legal System

- ✓ Legal system is process of making, enforcement and interpreting law
- ✓ It includes legislative, executive and judicial system.
  - Legislative system** - is law making process.
    - Who should make a law? E.g. in Ethiopia HPR
    - What should a law include?
- ✓ The content depends on political, economic and socio-cultural development as well as international situation.

**N.B.** There is no one law that can serve every country or there is no one internationally accepted law. However, the laws of different countries share so many principles in common.

### Executive system

- ✓ Is an authorized governmental body responsible to administer and enforce a law.
- ✓ In Ethiopia – FHACA is responsible to administer and enforce drug administration and control proclamation No. 176/1999.
- ✓ In USA, DEA - to administer and enforce the controlled substance act.

Executive body may also be authorized to do

- Legislative action

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- Authorized to issue regulation principle draft law.

b. Judicial action

- Interpret law; e.g. suspending and revoking license, revoke professional registration certificate.

**Judicial system**

Judicial process includes

- Interpreting a law
- Holding trials
- Receiving of evidence or testimony
- Taking measures accordingly
- Appeal

5.4. **Laboratory policies and Procedures**

**Laboratory policies** are those decisions which are taken in consultation with other medical staff to enable a laboratory to operate reliably and effectively in harmony with other departments.

• These policies usually cover:

- A. Laboratory hour and emergency work
- B. Range of tests to be performed and those to be referred to higher level.

Range of tests to be performed depend on

- ✎ The number of material resources
- ✎ The availability of material resources
- ✎ The types of health institution

**Referral of specimen**

- C. Collection of Specimen
- D. Work load capacity of the laboratory
- E. Delivery of laboratory reports

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<b>Self-check</b>	<b>Written exam</b>
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**Instruction 1:** Attempt the following question listed below

- Which one of the following is not function of laboratory
  - Accurate diagnosis
  - Cost minimization
  - Increase hospitalization
  - Avoids complication
- Laboratory plays important role by checking response of patient to drug therapy; this is
  - Assessing role
  - Diagnosing role
  - Screening role
  - Planningrole
- Isolation of pregnant woman for anemia and other infection is
  - Assessing role
  - Diagnosing role
  - Screening role
  - Planningrole
- Which one is not included in laboratory policies
  - Laboratory work and emergency hour
  - Range or types of tests to be performed
  - Work load capacity of the laboratory
  - Collection of Specimen
  - none
- Which statement is false about Constitution?
  - Is broad statement of power of government and its branch.
  - It is the highest form of law.
  - All other forms of law must be consistent with this law.
  - It determines the political, economical and socio-cultural rights and obligations of government and citizens.
  - None

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**Instruction 2:- Say true or false for each of the following questions?**

1. Treaty/Convention a broad statement of power of government and its branches.
2. Constitution - is an agreement between nations or states of the same country or among countries
3. Statues is written laws passed by legislative body; e.g. parliament.
4. Code of conduct is a set of professional standards agreed on by members of a particular profession
5. Screening pregnant women for anemia, proteinuria, and infection is a major role of laboratory in health care services

**NB: - Satisfactory point is above five (>5)  
: -Not-satisfactory point is below five (<5)**

**Answer sheet**

**Instruction 1**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Instruction 2**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Score**\_\_\_\_\_

**Remark**\_\_\_\_\_

**Name**\_\_\_\_\_ **Date**\_\_\_\_\_



Fig 5.3 Confidentiality

**5.5. What does Confidentiality mean?**

- Generally, if you have information about patient 'A' then another person 'B' cannot obtain that information without the consent of person 'A'.
- 'Most people consider health information to be highly personal and, therefore, need to be confident that their privacy will be protected whenever they use a health service ... Clear and open communication between the health service provider and health consumer is integral to good privacy'

**Maintaining Confidentiality****It is important to:**

- Keep all client/patient information private
- Secure all records / logbooks
- Restrict access to testing areas





People often violate ethics not because they mean to, but because they are careless. As a matter of fact, they sometimes act with good intentions.

### Why respect confidentiality?



**Fig 5.5. Maintaining confidentiality**

- **Trust** is an important aspect between patients and healthcare professionals. Patients without fear of a breach of confidentiality should be able to communicate symptoms that often they may feel are embarrassing, stigmatizing, or indeed trivial
- without these trusting relationships patients may not divulge information which may make treating them impossible
- Patients may not seek medical attention at all
- Has an important role in a professional patient relationship establishing a sense of security, freedom of action and self respect for patients

### What information is confidential?

- All information supplied by our patients and other information that we use in our daily work must remain confidential.

### What information is confidential?

All identifiable patient information whether written, computerized, visual or audio recorded or simply held in the memory of health professionals, is subject to the duty of confidentiality.

## What information is confidential?

It covers:

- Any clinical information about an individual's diagnosis or treatment
- A picture, photograph, video, audiotape or other images of the patient
- Who the patient's doctor is and what clinics patients attend and when
- Anything else that may be used to identify patients directly or indirectly.

## Confidentiality of Results

- Confidentiality of Laboratory results must be maintained at all times
- Should a person calls requesting results and there is a question about the person's identity, the requestor is asked for his/her name and phone number where they can be called back.

## How to maintain confidentiality?

### At work:

- ✓ Handle medical records as confidential documents.
- ✓ Do not leave patient information and laboratory results unattended on printers, desks
- ✓ Protect information on Computer screens by screen saver / time out functionalities
- ✓ Check that fax numbers are correct before sending confidential information and laboratory results.
- ✓ Do not disclose your co-workers private information with staff or patients unless permission has been sought
- ✓ Patient information should never be discussed with friends or relatives in a social setting



Fig 5.6. Maintaining confidentiality

### At home

Do not discuss with family or friends patients details and if asked inform them that you are not permitted to disclose any information. This includes patient names.

- Do not discuss patient information with the media

### Who has a right to know your healthcare information?

- If you are >18
- Are fully competent (or are competent to understand your medical information in order to make a decision)
- And are alive
- Only you and the people you authorize to share your private information with have a right to view your information (relatives of a competent adult do not).

## 5.6. Recognizing ethical issues and ethical dilemma in the workplace

### 5.6.1. Ethics related to the quality and integrity of clinical laboratory services

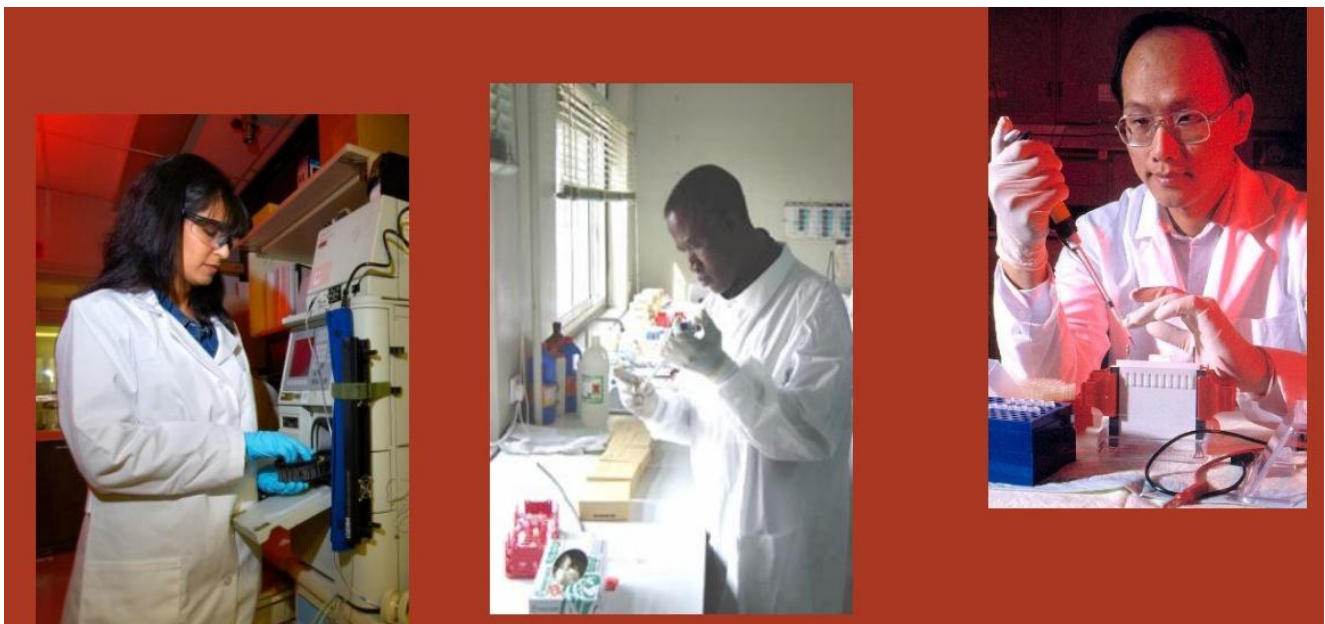


Fig. 5.7 Work place ethics

ISO 15189:2014

### 5.6.2. Ensuring quality of examination results

- The laboratory shall ensure the quality of examinations by performing them under defined conditions.
- Appropriate pre and post examination processes shall be implemented
- The laboratory shall not fabricate any results

#### How Do We Apply Ethics laboratory Testing?

- ✓ Using only kits approved for use in country
- ✓ Ensuring 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
- ✓ Keeping supplies and kits in safekeeping
- ✓ Handle human tissue organs, tissues, cells, and cellular components) used in research with consent and human dignity
- ✓ If you have questions, ASK.
- ✓ DO NOT falsify results.



Fig. 5.7 Ethics laboratory Testing

#### Duty to the Patient

- ☒ Clinical laboratory professionals are accountable for the quality and integrity of the laboratory services they provide.
- ☒ This obligation includes maintaining individual competence in judgment and performance and striving to safeguard the patient from incompetent or illegal practice by others.



## Duty to the Patient

- ✘ Clinical laboratory professionals maintain high standards of practice.
- ✘ They exercise sound judgment in establishing, performing and evaluating laboratory testing.
- ✘ Clinical laboratory professionals maintain strict confidentiality of patient information and test results.
- ✘ They safeguard the dignity and privacy of patients and provide accurate information to other health care professionals about the services they provide.

### 5.7. Conducting training programs for health care providers and other staff on privacy and confidentiality of client information

#### 5.7.1.1. General Requirements of Clinical Laboratory Personnel Training Programs

- ✘ Programs that are nationally accredited or pending national accreditation shall only be required to submit proof of accreditation status with the application.
- ✘ All trainees' names shall be reported to the Board upon acceptance into the clinical laboratory personnel training program and at the time of the program's biennial renewal. The program director shall notify the Board when a trainee withdraws.
- ✘ Each training program shall:
  - ✘ Designate space and laboratory equipment for proper training of students.
  - ✘ Maintain copies of inspection and approval by the fire department or the state fire marshal's office and provide them for inspection upon request.
  - ✘ Maintain a file on each student which shall contain a completed application, evidence of high school graduation or completion of college courses, if applicable, attendance records, grades, instructor evaluations of laboratory practice, the trainee's registration, and a copy of the student's certificate of completion or official transcript.
  - ✘ Maintain current examinations and laboratory evaluation instruments utilized by the program.
  - ✘ Provide the student with a certificate or letter of graduation or a transcript indicating the degree granted.
  - ✘ Certificates and letters of graduation shall include the program's license number and be signed by the program director.
  - ✘ Include instruction in human immunodeficiency virus and acquired immunodeficiency syndrome.

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- ✎ Include instruction on the prevention of medical errors, which shall include root -cause analysis, error reduction and prevention, and patient safety and others.

## **5.8. Recognizing and reporting Unethical conduct**

### **5.8.1. Unethical behavior**

Laboratory must be alert to and take appropriate action in instances of incompetent, unethical, illegal, or impaired practice or any actions that place the rights or best interests of the patient in jeopardy.

To function effectively, Laboratory must be knowledgeable about The Code of Ethics of Ethics for Laboratory profession, standards of practice of the profession, relevant federal, state and local laws and regulations, and the employing organization’s policies and procedures.

Laboratory must protect the patient, the public, and the profession from potential harm when a colleague’s practice appears to be impaired. When another’s practice appears to be impaired, their duty is to take action to protect patients and to ensure that the impaired individual receives assistance.

### **5.8.2. Unethical professional conduct**

It is generally accepted that, because of the potential vulnerability of their clientele, professionals have a special obligation to conform to particularly high ethical standards both in their professional and non-professional lives.

## **Definitions**

- ✎ **Unprofessional conduct** (from un – meaning not; opposite of; contrary to), may literally be defined as conduct that is ‘contrary to the accepted standards of a profession’, or conduct that is ‘not belonging to a profession’ (Johnstone 1998).
- ✎ **Professional misconduct** (from mis – meaning wrong, bad or erroneous; a lack of) may be defined literally as ‘conduct or behavior that is morally wrong, bad or erroneous’ (Johnstone 1998).
- ✎ This form of conduct may pertain to behavior that is unbecoming a professional person albeit in a non-professional context.

Taking into account the above definitions, unethical professional conduct may be defined as an umbrella term that incorporates three related although distinct notions:

- ✎ Unethical conduct,

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- ↗ Moral incompetence, and
- ↗ Moral impairment.

**Unethical conduct** (a form of immoralism) has been defined as ‘any act involving the deliberate violation of accepted or agreed ethical standards’

The term implies something immoral in itself. **Moral delinquency** refers to any act involving moral negligence or a dereliction of moral duty. In professional contexts, moral delinquency entails a deliberate or careless violation of agreed standards of ethical professional conduct.

**Moral incompetence** (analogous to clinical incompetence) pertains to a person’s lack of requisite moral knowledge, skills, ‘right attitude’ and soundness of moral judgments.

**Moral impairment** is generally distinguished from moral incompetence. Unlike moral incompetence (attributable to a lack of moral knowledge, skills etc.), moral impairment entails a disorder.

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<b>Self-check</b>	<b>Written examination</b>
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**Instruction1:- Say true or false for each of the following questions**

2. Professional misconduct may be defined literally as 'conduct or behavior that is morally wrong, bad or erroneous'
3. Confidentiality of Laboratory results must be maintained at all times
4. Any clinical information about an individual's diagnosis or treatment should be confidential
5. People often violate ethics not because they mean to, but because they are careless. As a matter of fact, they sometimes act with good intentions.
6. Unlike moral impairment (attributable to a lack of moral knowledge, skills etc.), moral incompetence entails a disorder.

**Instruction 2:- Write appropriate answer for each of the following questions**

6. List at least 3 general Requirements of Clinical Laboratory Personnel Training Programs
7. Define confidentiality?
8. List at least 3 methods of maintaining confidentiality both at home and at work place?

**NB: - Satisfactory point is above five (>5)**

**: -Not-satisfactory point is below five (<5)**





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