Outline

In this seminar, we study the contribution of care ethics to bioethics. Principlism’s very strong influence on bioethics in the Anglo-Saxon world should not make us lose sight of other ethical theories that are conducive to bioethics. Care Ethics presents itself as a promising alternative theory. Throughout this course students learn to analyze bioethical issues using a care ethics approach. In the first part of the course, the students are made familiar with the foundations and particular approach of Care Ethics. In the second part, we assess to what extent Personalism can enhance a Care Ethics approach. In the third part, this approach is applied to care for the elderly.

Course Objectives

a) Course Description

This course follows a seminar format that after an introductory session devotes most of class time to presentations by students, group discussion and development of the research essay. Through their own research and the critical input of other students the students become aware of the importance of Ethics of Care to bioethics; they become familiar with the complementarity of Personalism and Ethics of Care; and they learn to apply a Care Ethics approach to bioethical issues.

b) Competencies

Upon completion of the course students should master the following competencies, as should be demonstrated in specific research projects and presentations, class participation and in the research essay: (a)

a. Theoretical analysis of Ethics of Care
   • A capacity for argument formation, literature integration, and critical analysis on Ethics of Care
b. Comparative analysis
   • The capacity to critically analyze the differences or complementarity between Care Ethics and other ethical theories in bioethics
c. Applied analysis
   • The ability to search for answers to bioethical issues using a Care Ethics approach
The capability to succinctly and convincingly communicate (orally and in writing) about bioethical issues from a Care Ethics perspective

The ability to provide ethical advice and function with confidence and understanding in settings which focus on long term care, such as elderly care

c) General HCE Program Learning Outcomes

The following HCE Program Learning Outcomes pertain to this course.

**Fundamental Knowledge.** Students can understand and analyze how Ethics of Care contributes to health care ethics.

**Multi-disciplinary Study.** Students can critically relate a Care Ethics discourse with multi-disciplinary fields in health care as a diverse and global enterprise (e.g., empirical research, medicine, philosophy, religion, science).

**Scholarship.** Students can research and write scholarly essays, teach and communicate effectively, and present academic papers that present cogent argument(s), engage scholarly literature, and demonstrate critical thinking and analysis on ethics of Care.

**Professionalism.** Students can integrate academic learning with experiential learning by applying Care Ethics to practical and professional issues in health care.

**Ethical Leadership.** Students can function with expertise and provide ethical leadership in long-term care settings.

**Course Procedures**

a) Research Projects and Required Readings

a.1) General Procedure

For this seminar, the students have to complete four written assignments: three research projects (each 8 pages and an oral presentation) and one research essay (25 pages plus end notes & bibliography). Students will prepare and submit these assignments as per the schedule below.

i. Research Project #1, week 1-4, due Wednesday, February 15
ii. Research Project #2, week 5-7, due Wednesday, March 8
iii. Research Project #3, week 8-10, due Wednesday, March 29
iv. Research Project #4, developed throughout the course, but the focus will be on this research project in week 11.
v. Research Essay: further developed from research project#4 in week 12-14. In order to prepare themselves for the research essay, students follow the following procedure:

- Option to submit mid-term essay. For students who want to be assisted in their progress, a draft of the essay can be submitted for feedback by Wednesday April 12.
- Final version is due Wednesday, May 3.
Each research essay will take 30 hours to complete (3 hours for class, 15 hours for research reading, 12 hours for writing the research project). The course essay will require another 30 hours of research and writing. Students will develop that essay in consultation with the course instructor from the moment they submit their essay outline.

**Reading Requirements.** Each Research Project will require students to critically engage the equivalent of two books to (a) master the relevant knowledge and (b) engage in critical reading and writing.

**Literature integration.** Students should include approximately 25 notes in each 8-page research project referring to the texts assigned for the project. Endnotes and bibliography as well as title page and table of content do not count within the 8 pages of the research projects or the 25 pages of the course essay. Literature integration for the research papers is primarily based on the assigned literature. However, as part of their homework for this course, students are required to search for additional literature that can support their argument. Up to 50% of the text of course essay may be based on additional literature. However, this is not a requirement and students will not be penalized for not integrating additional literature in the research projects. In the course essay, use of additional literature is required.

**Research competencies.** The research competencies in the course are identified by the three Research Projects: (a) theoretical analysis of Ethics of Care, (b) comparative analysis, and (c) applied analysis. Each Research Project will demonstrate that the student has mastered the specific competency.

**Relation of Projects with Essay.** The three first research projects may be integrated into the fourth research project and the research essay but not in a manner of cut-and-paste from one to the other. The research essay typically demonstrates that the student has mastered a specific research competency. While the research papers are focused on one specific competency, the course essay must demonstrate all three competencies. The course essay furthermore is based on a self-selected thesis different for each student, while the topics of the research papers are given and similar for all students.

**a.2) Research Project #1: Theoretical analysis of the challenges posed by Ethics of Care**

After a brief historical introduction into the Ethics of Care in this course’s first session, the students study possible contributions of Care Ethics to bioethics. By critically and creatively engaging the assigned texts, the students determine whether and how Ethics of Care can challenge bioethical thinking in general. The students choose a title for their paper that somehow reflects their answer to this question.

**Required readings.** The journal articles will be available through the Gumberg Library e-reserves. The link to the readings is: [http://guides.library.duq.edu/er.php?ecid=11479](http://guides.library.duq.edu/er.php?ecid=11479). The password is: ethics.

- Edwards, Steven D. "Is There a Distinctive Care Ethics?". *Nursing Ethics* 18, no. 2 (2011): 184-91.
Research Project #2: Comparative analysis of Personalism and Ethics of Care

Personalist bioethicists look at health care issues from a particular perspective that may also enhance the Care Ethics approach. Starting from the observations from the first research paper and engaging the additional required readings, the students critically compare Personalism and Ethics of Care and determine whether and how Personalism can enhance a Care Ethics approach to bioethical issues. Also here, the students choose a title for their paper which somehow reflects their answer to the research question.

Required readings


Research Project #3: Applied analysis

Throughout the research for the first two research papers the students have acquired a good understanding of Care Ethics in relation to bioethics in general. In the third research paper, they apply this expertise to a concrete bioethical issue in the care for advanced dementia patients. In the paper’s title, students mention the bioethical issue and give an indication of the way(s) in which Care Ethics provides a solution.

Required readings


a.5) **Research Project #4: draft research essay**
The students prepare a two-page draft of their course essay in which they explain how the essay integrates the course competencies. This draft is not submitted to the course instructor before the class. The students take the draft with them to the class, where it will be presented and discussed.

b) **Research Seminars**
There will be five seminars. After the introductory first seminar, in each of the seminars, the focus will be on one of the three research competencies. For these sessions, students will be requested to prepare a presentation of maximum 15 minutes of their research papers. Power point or overhead may be used (but no need); the allotted time may not be exceeded. Each student will do one formal presentation in the course. In the first seminar, a schedule of these presentations will be made so that students know on which day they are expected to do their presentation. Other students may be invited to discuss their project and to comment on their colleagues’ presentations. The fifth seminar will focus on group discussion and analysis of the course essays.

1. **Week 1: Mon Jan 23. Seminar #1: introduction**
   i. Introduction to the course
   ii. Discussion of research paper requirements and course essay
   iii. Introduction to Ethics of Care
2. **Week 5: Mon Feb 20. Seminar #2: theoretical analysis of the challenges posed by Ethics of Care (Research Project #1)**
   i. Discussion of research projects
   ii. Presentations of completed Research Project #1
   iii. Assessing the validity of Care Ethics as a universal ethical theory
3. **Week 8: Mon March 13. Seminar #3: comparative analysis of Personalism and Ethics of Care (Research Project #2)**
   i. Discussion of research projects
   ii. Presentations of completed Research Project #2
   iii. Introduction to the ethical challenges presented by Alzheimer’s disease
4. **Week 11: Mon April 3. Seminar #4: applied analysis (Research Project #3)**
   i. Discussion of progress on research essays
   ii. Presentations of completed Research Project #3
   iii. Care ethics in clinical practice: case discussion
5. **Week 12: Mon April 10. Seminar #5: draft course essay (Research Project #4)**
   i. Presentation and discussion of drafts

c) **Research Essay**
The research essay will require students to substantively apply the research competencies of this course to a particular issue (theoretical or practical) in healthcare ethics. Throughout the essay the students develop a focused argument that shows the relevance of a Care Ethics approach to ethical
issues in healthcare. This can be elderly care, and particularly care for patients suffering from advanced dementia, but students may also focus on another aspects of healthcare.

Requirements:

1. Start to reflect on the thesis of your course essay from the beginning of the course.
2. Thesis, a 500 words abstract, outline, and basic bibliography to be submitted by Monday, March 20.
3. Students will receive feedback in Seminar #3.
4. Progress will be reported in Seminar #4.
5. Submit a copy of the essay by date assigned.
6. The course essay length should be at least 25 pages, double-spacing; the main body of text, title page, table of content, endnotes and bibliography do not count within the 25 pages.
7. Students must adopt the format of the Chicago Manual of Style, as required by the College for dissertation submissions.
8. Students can quote from publications in any language, but need to provide an English translation.
9. Select an Essay Title that reflects a research thesis.
10. Make a Title page and a separate Table of Content.
11. Present a brief Introduction and Conclusion.
12. Notes to the references made in the essay.
   a. Use end notes (as opposed to foot notes at the bottom of the page).
   b. Do not use notes for narrative explanations – they belong in the main text.
   c. There should be approximately 100 end notes in the essay.
13. Bibliography. List all the references in alphabetical order. Only list items actually referred to in the essay.
14. Divisions and subdivisions. Use major divisions (headings) and subdivisions (subheadings), evenly distributed throughout the essay, to lay out the sequence of concepts and arguments.
15. Use of online references. Online references must be accurately identified with complete web address etc., including the date of access. Students are requested to critically deal with content from the internet.

HCE Handbook. The Center for Healthcare ethics has developed a Handbook of Policies, Procedures, and Guidelines to guide students in all curriculum related matters.

Course grade. There will be no examinations. The course grade will be assigned based on the quality of the course research essay and the three research projects. The grade will be a combination of 10% for each of the first three research projects and 70% for the final essay. The assessment of the fourth research project will be included in the grade of the final essay.

No midterm grades will be assigned. End of term grades will be assigned adopting grading policy in the McAnulty College and Graduate School of Liberal Arts, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>distinguished scholarly work</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
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<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>normal progress towards degree</td>
</tr>
</tbody>
</table>
B-  2.7
C+  2.3
C   2.0  warning; student subject to departmental action
F   0.0

**Academic integrity.** This syllabus incorporates the “Expectations of Academic Integrity.” Cheating and plagiarism cannot be tolerated. All relevant policies of the McAnulty College and Graduate School of Liberal Arts apply.

**Reasonable accommodations.** Students with documented disabilities are entitled to reasonable accommodations if needed. If you need accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657) as soon as possible. Accommodations cannot always be granted retrospectively.