

College: McAnulty College and Graduate School of Liberal Arts

Syllabus: HCE-643, **ETHICS of CARE**, Spring 2019

Course: 3:05-5:45 pm Monday, Fisher Hall 715

Office hours: Appointment or walk-in, 301A Fisher Hall  
Tel. 412.396.2616  
Email: gielenj@duq.edu

Course instructor: Joris Gielen, Ph.D.  
Duquesne University, 600 Forbes Avenue, Pittsburgh, PA 15282

## 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 an interactive 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 course, the students have to complete three written assignments: two research projects (7 pages plus end notes and bibliography), and one research essay (25 pages plus end notes and bibliography). Students will prepare and submit these assignments as per the schedule below.

- i. Research Project #1, due Wednesday, February 27
- ii. Research Project #2, due Wednesday, March 27
- iii. Research Essay, due Thursday, May 2
  - Submit Essay thesis, a 500 words abstract, outline, and basic bibliography, by Monday, March 11.
  - 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 Monday, April 8.
  - Final version is due Wednesday, Thursday, May 2.

After finishing each research project, students will prepare a summary of their paper. This need not be a summary in full sentences and the summaries do not have to be submitted either, but students need to be able to orally explain their argument to their colleagues in eight to ten minutes. During the classes, students will be asked to present their arguments. At the end of the course, the students

will also prepare an interactive 20-minute presentation of their research essay, which they will present in the two final class sessions.

Reading Requirements. Each Research Project will require students to critically engage the equivalent of two or three 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 7-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 7 pages.

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. The Research Projects will demonstrate that the student has mastered the research competencies.

Relation of Projects with Essay. The Research Projects may be integrated into the Research Essay but not in a manner of cut-and-paste from one to the other. 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 identical for all students.

### **a.2) Research Project #1: 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 course part 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. The students choose a title for their paper that somehow reflects their research thesis.

### **a.3) Research Project #2: Applied analysis**

Throughout the first two course parts and their research for the first research paper, the students have acquired a good understanding of Care Ethics in relation to bioethics in general. In the second 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.

## **b) Course Schedule**

Week 1: Mon Jan 14. Introduction to the course requirements, procedures and theme

Week 2: Mon Jan 21. Martin Luther King Day, no class

### **Part 1 Theoretical analysis of the challenges posed by Ethics of Care**

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?course\\_id=47736](http://guides.library.duq.edu/er.php?course_id=47736). The password is: ethics19.

- Tronto, Joan C. *Moral Boundaries. A Political Argument for an Ethic of Care.* New York: Routledge, 1993. (\$51)

- Held, Virginia. *The Ethics of Care. Personal, Political, and Global*. Oxford: Oxford University Press, 2006. (\$43)
- Edwards, Steven D. "Is There a Distinctive Care Ethics?". *Nursing Ethics* 18, no. 2 (2011): 184-91.

Week 3: Mon Jan 28. Instruction, analysis, and discussion

Week 4: Mon Feb 4. Instruction, analysis, and discussion

Week 5: Mon Feb 11. No class. Instead, students attend the Kelly Lecture on Feb 12 1-2.30pm, Africa Room, Student Union. Lecture by Dr. Chris Gastmans: Dignity-Enhancing Care for Persons with Dementia, a Foundational and Clinical Ethical Framework.

Week 6: Mon Feb 18. Instruction, analysis, discussion

Week 7: Mon Feb 25. Instruction, analysis, discussion

Mon Mar 4. Spring Break (no class)

## **Part 2 Comparative analysis of Personalism and Ethics of Care**

### Required readings.

- Groenhout, Ruth, E. *Connected Lives: Human Nature and an Ethics of Care*. New York: Rowan and Littlefield, 2004. (\$30)
- Janssens, Louis. "Artificial Insemination: Ethical Considerations." *Louvain Studies* 8, no. 1 (1980): 3-29.
- Schotsmans, Paul. "Personalism in Medical Ethics." *Ethical Perspectives* 6, no. 1 (1999): 10-20.
- Selling, Joseph. "Is a Personalist Ethic Necessarily Anthropocentric?". *Ethical Perspectives* 6, no. 1 (1999): 60-66.
- Vanlaere, Linus, and Chris Gastmans. "A Personalist Approach to Care Ethics." *Nursing Ethics* 18, no. 2 (2011): 161-73.

Week 8: Mon Mar 11. Instruction, analysis, discussion, and presentations

Week 9: Mon Mar 18. Instruction, analysis, discussion, and presentations

Week 10: Mon Mar 25. Instruction, analysis, discussion, and presentations

## **Part 3 Applied analysis**

### Required readings

- American Geriatrics Society Ethics Committee, Clinical Practice and Models of Care Committee. "American Geriatrics Society Feeding Tubes in Advanced Dementia Position Statement." *Journal of the American Geriatrics Society* 62, no. 8 (2014): 1590-93.
- Mitchell, S. L., B. S. Black, M. Ersek, L. C. Hanson, S. C. Miller, G. A. Sachs, J. M. Teno, and R. S. Morrison. "Advanced Dementia: State of the Art and Priorities for the Next Decade." *Ann Intern Med* 156, no. 1 Pt 1 (2012): 45-51.

- Mitchell, Susan L. "Care of Patients with Advanced Dementia." *UpToDate* (2018). <http://www.uptodate.com/contents/palliative-care-of-patients-with-advanced-dementia>.
- Press, Daniel, and Michael Alexander. "Safety and Societal Issues Related to Dementia." *UpToDate* (2018). <http://www.uptodate.com/contents/safety-and-societal-issues-related-to-dementia>.
- Press, Daniel, and Michael Alexander. "Management of Neuropsychiatric Symptoms of Dementia." *UpToDate* (2018). <http://www.uptodate.com/contents/management-of-neuropsychiatric-symptoms-of-dementia>.
- Press, Daniel, and Michael Alexander. "Treatment of Dementia." *UpToDate* (2018). <http://www.uptodate.com/contents/treatment-of-dementia>.
- Purtilo, Ruth B., and Henk ten Have, eds. *Ethical Foundations of Palliative Care for Alzheimer Disease*. Baltimore: Johns Hopkins University Press, 2004. (\$37)
- ter Meulen, Ruud. "Ethics of Care." In *The Sage Handbook of Health Care Ethics: Core and Emerging Issues*, edited by Ruth Chadwick, Henk ten Have and Eric M. Meslin, 39-49. London: SAGE Publications Ltd, 2011.

Week 11: Mon Apr 1. Instruction, analysis, discussion, and presentations

Week 12: Mon Apr 8. Instruction, analysis, discussion, and presentations

Week 13: Mon Apr 15. Presentations course essay

Week 14: Mon Apr 22. Easter break (no class)

Week 15: Mon Apr 30. Presentations course essay

### 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 aspect 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 11.
3. Students will receive general feedback in class and individual feedback through Blackboard.
4. Submit a copy of the essay by date assigned.
5. 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 towards the 25 pages.
6. Students must adopt the format of the *Chicago Manual of Style*, as required by the College for dissertation submissions.
7. Students can quote from publications in any language, but need to provide an English translation.
8. Select an Essay Title that reflects a research thesis.

9. Make a Title page and a separate Table of Content.
10. Present a brief Introduction and Conclusion.
11. 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.
12. Bibliography. List all the references in alphabetical order. Only list items actually referred to in the essay.
13. Divisions and subdivisions. Use major divisions (headings) and subdivisions (subheadings), evenly distributed throughout the essay, to lay out the sequence of concepts and arguments.
14. 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 two research projects, 10% for class presentations, and 70% for 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:

A	4.0	distinguished scholarly work
A-	3.7	
B+	3.3	
B	3.0	normal progress towards degree
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.