

DUQUESNE UNIVERSITY  
CENTER FOR HEALTHCARE ETHICS

McANULTY COLLEGE AND GRADUATE SCHOOL OF LIBERAL ARTS

**COURSE HCE-656: END OF LIFE ETHICS**

Spring 2019 (November 2018)

College: McAnulty College and Graduate School of Liberal Arts

Syllabus: HCE-656, **END OF LIFE ETHICS**, Spring 2019

Course: Tuesday 3:05-5:45 pm., Fisher Hall tbd

Office hours: Appointment, Fisher Hall 300;

Tel. (412) 396-4504

Email: [tenhaveh@duq.edu](mailto:tenhaveh@duq.edu)

Course instructor: Henk ten Have, M.D., Ph.D.

Professor of Healthcare Ethics, Center for Healthcare Ethics

Duquesne University, 600 Forbes Avenue, Pittsburgh

### **OUTLINE**

The course will focus on 3 research competencies in relation to end-of-life ethics:

1. Historical and cultural analysis
  - Death and dying in history
  - Changes in attitudes towards death over time
  - Changes in attitudes towards death in religion and culture
2. Systematic examination of relevant fundamental philosophical and ethical issues
  - goals of medicine and healthcare
  - compassion
3. Critical clarification of ethical debates and concerns
  - Compassionate care; the right to try
  - Futility
  - Persistent vegetative state
  - Withholding and withdrawing treatment
  - Medical cannabis
  - Hospice and palliative care
  - Euthanasia
  - Assisted suicide
  - Dementia care

### **COURSE DESCRIPTION**

The course will make students familiar with ethical issues related to the end of life. It will focus on will focus on the historical, philosophical and ethical analysis of these issues. The course will consist of four research projects. The first will examine the historical, religious and cultural attitudes towards death and dying. It will ask the question why death and dying have become a moral challenge today. The second research project will be a collaboration with some other students and will focus on a particular topic in end-of-life ethics. In class, a video will be shown. Students will then clarify the debate, and articulate the various ethical considerations that are relevant. They will pay critical attention to the philosophical debate on the goals of health care. Compassion is an important virtue for health professionals what does it imply when faced with suffering, death and dying? Physicians should save human life but at what price? Is assisting in

suicide or providing euthanasia compatible with the goals of medicine? The third research project focuses on specific ethical problems that arise in healthcare practice: palliative care, euthanasia, and assisted suicide. These problems all include the basic question how human beings should deal with pain, suffering and desperation. The fourth research project is longitudinal. Students have to write a substantial course essay. They have to choose a research thesis concerning an ethical problem in end-of-life care and develop a robust argument. This course essay should address all research competencies of the course.

### **COURSE OBJECTIVES**

Upon completion of the course students should master the following competencies, as should be demonstrated both in specific research projects and in the course essay:

- a. A historical and cultural analysis of present-day debates on end-of-life issues, explaining on the one hand the moral traditions that are involved in these debates, and on the other hand the evolution of moral views and attitudes towards death and dying over time;
- b. Systematic examination of fundamental philosophical and ethical issues, understanding and explaining how the contemporary debates are informed and framed by fundamental interpretations of basic notions such as goals of medicine and healthcare, and compassion;
- c. Critical clarification of ethical debates and concerns regarding practical issues in healthcare ethics, viz. euthanasia, assisted suicide, palliative and hospice care.

### **LEARNING OUTCOMES**

The course will contribute to the accomplishment of the general HCE Program Learning Outcomes. All of following Learning Outcomes pertain to HCE-656.

- a. Fundamental Knowledge.  
Students can understand and analyze HCE theory and methods as well as major applied topics in end-of-life ethics.
- b. Multi-disciplinary Study.  
Students can critically relate HCE with multi-disciplinary fields in health care, specifically in connection to the historical background and the philosophical interpretation of fundamental notions and evolving social and cultural attitudes.
- c. Scholarship  
Students can research and write scholarly essays, teach and communicate effectively, and present academic papers that:
  - present cogent arguments(s),
  - engage scholarly literature, and
  - demonstrate critical thinking and analysis.

### **COURSE METHODOLOGY**

The course will have weekly classes. The general aim of the course, as one of the courses in the HCE graduate program, is to prepare students for the writing of the Dissertation Proposal. In particular, it will focus on the development of research competencies in

connection to the area of global bioethics. This aim implies that the emphasis in the course will be on student learning rather than instructor teaching. Students will especially be trained in doing research, critically analyzing scholarly literature, presenting research results and discussing them in a peer setting, and writing critical and analytical papers on relevant topics.

Student will have to focus on four Research Projects:

### **RESEARCH PROJECT 1**

Research competency of historical and cultural analysis

#### **8 Page Project**

Thesis: *Why is death and dying an ethical concern today?*

Format: 8 pages (font 12; double-spacing) plus approximately 30 references/end notes

#### **Required Readings:**

1. Philippe Aries, *Western attitudes towards death: From the Middle Ages to the present*;
2. Atul Gawande: *Being mortal. Medicine and what matters in the end*.
3. Lydia Dugdale (ed.): *Dying in the twenty-first century. Toward a new ethical framework for the art of dying well*.

Submit paper before January 25 ([tenhaveh@duq.edu](mailto:tenhaveh@duq.edu))

In class 3 (29 January 2019) each student will be invited to briefly present his or her paper.

### **RESEARCH PROJECT 2**

Each class will address a specific topic in end of life ethics. To introduce this topic a video will be shown. Then the various ethical dimensions of the topic will be elaborated and discussed (emphasizing the ethical problems but also argument pro and con specific policies and actions). Each class will be prepared by a team of 2 or 3 students. Students will clarify the debate and articulate the various ethical considerations that are relevant. They will pay critical attention to the philosophical debate on the goals of health care and will relate the subject to the following book: Eric Cassell, *The nature of suffering and the goals of medicine*.

#### **Requirements:**

- Each team of students prepares and analyses the video before class
- Study the relevant literature about the topic
- Identify the relevant ethical positions and arguments regarding the topic
- Relate the issue to questions of suffering and compassion, as well as goals of medicine (referring to the book of Cassell)
- Assign duties to each student
- Make sure that you obtain the relevant literature
- Make a one-page hand-out of relevant issues to be discussed
- During class, following the video, present the main ethical issues for minimally 30 and maximally 45 minutes
- Conduct a serious discussion with the other students by preparing a list of pertinent questions to be discussed for at least 45 minutes
- Close the discussion with a summary of the main conclusions

### **RESEARCH PROJECT 3**

Research competency of critical clarification of ethical debates and concerns.

This research project has two parts:

1. Research Paper of 8 pages

Thesis: *Provide a critical assessment of moral arguments used to distinguish between euthanasia, assisted suicide and palliative sedation.*

Format: 8 pages (font 12; double-spacing) plus approximately 30 references/end notes

Required Readings:

1. David Kelly, *Medical care at the end of life. A Catholic perspective;*
2. Henk ten Have & David Clark (eds.), *The ethics of palliative care.*
3. Journal articles on palliative sedation

Submit the paper before April 5, 2019 ([tenhaveh@duq.edu](mailto:tenhaveh@duq.edu))

2. Oral presentation in class 12 (9 April 2019)

Prepare a presentation about the situation regarding palliative care, euthanasia and assisted suicide in your country or state. Briefly discuss:

- a. how are these terms used or defined
- b. what is the legal situation
- c. how is the practice

Conditions for the presentation:

- you may use power point but it is not required
- duration is maximum 6 minutes

Homework: preparing the presentation will require homework to identify the relevant literature.

Presentations will take place during class 12 (9 April 2019).

### **RESEARCH PROJECT 4**

This is the writing of a substantial research essay. The course research essay will require students to substantively apply the Course Research Competencies to a particular issue (theoretical or practical). Requirements:

2. Start to reflect on the thesis of your research essay from the beginning of the course.
3. Thesis and 1-page outline with basic bibliography to be submitted by the end of week 4 (Feb.8) (email to [tenhaveh@duq.edu](mailto:tenhaveh@duq.edu)).
4. You will receive feedback before the next class.
5. Depending on your thesis, you can use the assigned literature but you will also need to do homework to integrate the relevant literature.
6. Progress will be reported in the classes.
7. Each student will briefly present the research essay (max. 6 minutes) during the final class and submit a copy of the essay by date assigned.

8. The essay length should be **20 pages**, font 12, double-spacing (not including the notes and bibliography).
9. Students must adopt the format of the *Chicago Manual of Style*, as required by the College for dissertation submissions.
10. Select an Essay Title that identifies a research thesis. For example:
  - i. “The usefulness of the notion of futility in the debate on withholding life-sustaining treatment” (combining historical, philosophical and ethical analysis).
  - ii. Another example: ‘Is terminal sedation ethically justified in the context of palliative care?’
11. Present a brief Introduction and Conclusion.
12. Notes to the references made in the essay.
  - i. Use end notes (as opposed to foot notes at the bottom of the page).
  - ii. Do not use notes for narrative explanations – they belong in the main text.
  - iii. 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 and subdivisions, evenly distributed throughout the essay, to lay out the sequence of concepts.
15. Use of online references. Online references must be accurately identified with complete web address etc, including the date of access.

## **COURSE READINGS**

### **Required reading: Books**

Philippe Aries: *Western attitudes towards death: From the Middle Ages to the present*. The Johns Hopkins University Press, Baltimore, 1974.

Eric J. Cassell: *The nature of suffering and the goals of medicine*. Oxford University Press, New York/Oxford, 2<sup>nd</sup> edition, 2004.

Lydia Dugdale (ed.): *Dying in the twenty-first century. Toward a new ethical framework for the art of dying well*. The MIT Press, Cambridge (MA) and London (England), 2015.

Atul Gawande: *Being mortal. Medicine and what matters in the end*. Metropolitan Books, Henry Holt and Company, New York, 2014.

David Kelly: *Medical care at the end of life. A Catholic perspective*. Georgetown University Press 2006.

Henk ten Have & David Clark (eds.): *The ethics of palliative care*. Open University press, Buckingham/Philadelphia, 2002.

### **Research competency #1: Historical and cultural analysis**

Philippe Aries: *Western attitudes towards death: From the Middle Ages to the present*. The Johns Hopkins University Press, Baltimore, 1974.

Lydia Dugdale (ed.): *Dying in the twenty-first century. Toward a new ethical framework for the art of dying well*. The MIT Press, Cambridge (MA) and London (England), 2015.

Atul Gawande: *Being mortal. Medicine and what matters in the end*. Metropolitan Books, Henry Holt and Company, New York, 2014.

### **Research competency #2: Systematic examination of fundamental philosophical and ethical issues**

Eric J. Cassell: *The nature of suffering and the goals of medicine*. Oxford University Press, New York/Oxford, 2<sup>nd</sup> edition, 2004.

#### **Compassionate use; right to try**

Video: The ethics of compassionate care (16 minutes)

<https://www.youtube.com/watch?v=D5JrTyYhLgs>

- a. Rebecca Dresser: "Right to try" laws: The gap between experts and advocates." *Hastings Center Report* 45(3) (2015): 9-10.
- b. Alison Bateman-House, Laura Kimberly, Barbara Redman, Nancy Dubler and Arthur Caplan: "Right-to-try laws: Hope, hype, and unintended consequences." *Annals of Internal Medicine* 163(10) (2015): 796-797.
- c. Brandon Brown, Camerin Ortiz and Karine Dubé: "Assessment of the right-to-try law: The pros and the cons." *The Journal of Nuclear Medicine* 59(10) (2018): 1492-93.

#### **Futility**

Video: Medical futility: who decides to stop treatment (17 minutes)

[https://www.youtube.com/watch?v=p\\_y3f4vPqa0](https://www.youtube.com/watch?v=p_y3f4vPqa0)

- a. Lawrence J. Schneiderman, Nancy S. Jecker, and Albert R. Jonsen: "Medical futility: Its meaning and ethical implications." *Annals of Internal Medicine* 112(12) (1990): 949-954.
- b. Paul R. Helft, Mark Siegler, and Joh Lantos: "The rise and fall of the futility movement." *New England Journal of Medicine* 343 (2000): 293-6.
- c. Lawrence Schneiderman: "Defining medical futility and improving medical care." *Journal of Bioethical Inquiry* 8 (2011): 123-131.
- d. Gabriel T. Bosslet, Bernard Lo, and Douglas B. White: "Resolving family-clinician disputes in the context of contested definitions of futility." *Perspectives in Biology and Medicine* 60 (3) (2017): 314-318.

- e. G.T. Brown: “Medical futility in concept, culture, and practice.” *The Journal of Clinical Ethics* 29(1) (2018): 114-123.

### **Persistent vegetative state**

Video 1: Karen Ann Quinlan (8 minutes)

<https://www.youtube.com/watch?v=Q9P-NA7ITNc>

Video 2: Vegetative state (13 minutes)

<https://www.youtube.com/watch?v=89Y6V340Xpk>

- a. Andrea Nicolussi: “Persistent Vegetative State.” In: Henk ten Have, ed.: *Encyclopedia of Global Bioethics*, 2015.
- b. Norman Ford: “Understanding the persistent vegetative state and the ethics of care for its patients.” *Australasian Catholic Record* 92(3) (2015): 317-329.
- c. Lindy Willmott and Ben White: Persistent vegetative state and minimally conscious state: ethical, legal and practical dilemmas. *Journal of Medical Ethics* 43(7) (2017): 425-6.
- d. D. Larriviere and R.J. Bonnie: “Terminating artificial nutrition and hydration in persistent vegetative state patients: current and proposed state laws.” *Neurology* 13 (2006): 1624-8.
- e. Joseph J. Fins and James L. Bernat: “Ethical, palliative, and policy considerations in disorders of consciousness.” *Neurology* 91(10) (2018): 471-5.

### **Withholding and withdrawing treatment**

Video 1: Ethical Challenges Related to Withholding or Withdrawing Medical interventions (11 minutes)

<https://vimeo.com/251818400>

Video 2: Intending to hasten death (6 minutes)

<https://bioethicsarchive.georgetown.edu/phlx101-02/video/aSTbaylnBE4.html>

- a. Welie, Jos VM and Henk AMJ ten Have (2014): “The ethics of life-sustaining treatment: theoretical considerations and clinical decision making.” *Multidisciplinary Respiratory Medicine* 9:14; doi: 10.1186/2049-6958-9-14.
- b. Emma Somers, Carl Grey, and Valerie Satkoske: “Withholding versus withdrawing treatment: artificial nutrition and hydration as a model.” *Current Opinion in Supportive and Palliative Care* 10(3) (2016): 208-213.
- c. N.M. Mark, S. G. Rayner, N.J. Lee, and J.R. Curtis: “Global variability in withholding and withdrawal of life-sustaining treatment in the intensive care unit: a systematic review.” *Intensive Care Medicine* 41 (9) (2015): 1572-85.
- d. Massimo Reichlin: “On the ethics of withholding and withdrawing medical treatment.” *Multidisciplinary Respiratory Medicine* 2014: 49: 39.
- e. Mirjam A. de Vos et al: “Parents who wish no further treatment for their child.” *Journal of Medical Ethics* 41(2) (2015): 195-200.

### **Medical cannabis**

Video 1: A doctor’s case for medical marijuana (15 minutes)



[https://www.ted.com/talks/david\\_casarett\\_a\\_doctor\\_s\\_case\\_for\\_medical\\_marijuana/discussion?utm\\_campaign=BeepBeepBites%20-%20Nieuwsbrief&utm\\_source=hs\\_email&utm\\_medium=email&hsenc=p2ANqtz-8HS-kI0uly7b-OvJTOZ\\_7hlmIOv8etx-FxUKRTNieU7uFxeqg3pDuT-M8tguSQ4pVseFkb](https://www.ted.com/talks/david_casarett_a_doctor_s_case_for_medical_marijuana/discussion?utm_campaign=BeepBeepBites%20-%20Nieuwsbrief&utm_source=hs_email&utm_medium=email&hsenc=p2ANqtz-8HS-kI0uly7b-OvJTOZ_7hlmIOv8etx-FxUKRTNieU7uFxeqg3pDuT-M8tguSQ4pVseFkb)

Video 2: Medical marihuana (16 minutes)

<http://time.com/3931863/medical-marijuana-benefits/>

- a. Gregory T. Carter et al: "Cannabis in palliative medicine." *American Journal of Hospice & Palliative Medicine* 28(5) (2011): 297-303.
- b. Mallory Loflin and Mitch Earleywine: "The case for medical marijuana: An issue of relief." *Drug and Alcohol Dependence* 149 (2015): 293-297.
- c. Suzanne Johannigman and Valerie Eschiti: "Medical use of marijuana in palliative care." *Clinical Journal of Oncology Nursing* 17 (4) (2013): 360-362.
- d. J. Michael Bostwick: "Blurred boundaries: The therapeutics and politics of medical marijuana." *Mayo Clinic Proceedings* 87 (2012): 172-186.
- e. Sharon R. Sznitman and Yuval Zolotov: "Cannabis for therapeutic purposes and public health and safety." *International Journal of Drug Policy* 26 (2015): 20-29.

### **Hospice and palliative care**

Video 1: Palliative care vs hospice: How are they different (7 minutes)

<https://www.youtube.com/watch?v=BmTmS7ygRPs>

Video 2: A good death: The inside story of a hospice. A special report (11.50 minutes)

<https://www.youtube.com/watch?v=nyPZEtCa88k>

- a. Cicely Saunders: "The evolution of palliative care," *Patient Education and Counseling* 2000; 41: 7-13.
- b. C. Sepulveda et al: Palliative care: "The World Health Organization's global perspective." *Journal of Pain and Symptom Management* 2002; 24(2): 91-96.
- c. L. Gwyther, F. Brennan and R. Harding: "Advancing palliative care as a human right," *Journal of Pain and Symptom Management* 2009; 38(5): 767-774.
- d. H. ten Have: "Palliative care." In: Hugh LaFollette (ed.): *The International Encyclopedia of Ethics*. Blackwell Publishing: Oxford, UK, 2013: 3782-3789 (Wiley Online Library DOI: 10.1002/9781444367072.wbiee113).
- e. Kevin O'Rourke: "Pain relief: Ethical issues and Catholic teaching," in K. Wildes (ed.): *Birth, suffering and death* (Kluwer Academic Publishers, Dordrecht, 1992): 157-169.
- f. Daniel P. Sulmasy: "*Ethos, Mythos, and Thanatos: Spirituality and ethics at the end of life.*" *Journal of Pain and Symptom Management* 2013; 46(3): 447-451.

### **Euthanasia**

Video: Allow me to die; euthanasia in Belgium (52 minutes)

<https://www.youtube.com/watch?v=hCRpuTRA7-g>

- a. Henk ten Have and Jos Welie: “Euthanasia and medical power”, in Henk ten Have and Jos Welie: *Death and medical power. An ethical analysis of Dutch euthanasia practice* (Open University Press, Maidenhead, 2005): 4- 21.
- b. Judith A.C.Rietjens et al.: “Two decades of research on euthanasia from the Netherlands. What have we learnt and what questions remain?” *Bioethical Inquiry* 2009; 6: 271-283.
- c. Nicole Steck, Matthias Egger, Maud Maessen, Thomas Reisch and Marcel Zwahlen: Euthanasia and assisted suicide in selected European countries and US States. Systematic Literature Review. *Medical Care* 2013; 51 (10): 938-944.
- d. Henk ten Have and Jos Welie: “Justifying the practice of euthanasia”, in Henk ten Have and Jos Welie: *Death and medical power. An ethical analysis of Dutch euthanasia practice* (Open University Press, Maidenhead, 2005): 133-168.
- e. Henk ten Have: “Euthanasia: moral paradoxes”. *Palliative Medicine* 2001; 15: 505-511.

### **Assisted suicide**

Video 1: Assisted suicide; Harriet Scott’s story (15 minutes)

[https://www.youtube.com/watch?v=s\\_IR5uSemSE](https://www.youtube.com/watch?v=s_IR5uSemSE)

Video 2: Euthanasia, physician-assisted suicide and advance care directive (4 minutes)

<https://www.youtube.com/watch?v=1LNVzfJuQh0>

- a. Charles Blanke, Michael LeBlanc, Dawn Hershman, Lee Ellis, and Frank Meyskens: “Characterizing 18 years of the death with dignity act in Oregon.” *JAMA Oncology* 3(10) (2017): 1403-6.
- b. Lars Johan Materstvedt et al.: “Euthanasia and physician-assisted suicide: a view from an EAPC Ethics Task Force.” *Palliative Medicine* 17(2) (2003): 102-179.
- c. Y. Tony Yang and Farr A. Curlin: “Why physicians should oppose assisted suicide.” *JAMA* 315(3) (2016): 247-8.
- d. Claudia Gamondi et al.: “Legalisation of assisted suicide. Safeguard to euthanasia?” *The Lancet* 384 (2014): 127.
- e. Thomas Blikshavn, Tonje Lossius Husum, and Morten Magelssen: “Four reasons why assisted suicide should not be offered for depression.” *Journal of Bioethical Inquiry* 14(1) (2017): 151-157.

### **Dementia care**

Video 1: How to approach persons with dementia (4 minutes)

<https://www.dementiacarecentral.com/video/video-approach/>

Video 2: CNN’s world’s untold stories: Dementia village (23 minutes)

<https://www.youtube.com/watch?v=LwiOBlyWpko>

- a. Richard L. O’Brien: “Darkness cometh. Personal, social, and economic burdens of Alzheimer disease.” In: Ruth Purtilo and Henk ten Have (eds.): *Ethical Foundations of Palliative Care for Alzheimer Disease*. Baltimore and London, Johns Hopkins University Press, 2004: 7-23.

- b. Henk ten Have: "Expanding the scope of palliative care." In: Ruth Purtilo and Henk ten Have (eds.): *Ethical Foundations of Palliative Care for Alzheimer Disease*. Baltimore and London, Johns Hopkins University Press, 2004: 61-79.
- c. Dawn Brooker: "What is person-centred care in dementia?" *Reviews in Clinical Gerontology* 13(3) (2003): 215-222.
- d. Lee A. Jennings et al: "Unmet needs of caregivers of individuals referred to a dementia care program." *Journal of the American Geriatrics Society* 63(2) (2015): 282-9.
- e. Staffan Karlsson et al: "Dementia care in European countries, from the perspective of people with dementia and their caregivers." *Journal of Advanced Nursing* 71(6) (2015): 1405-16.

### **Research competency #3: Critical clarification of ethical debates and concerns**

David Kelly: *Medical care at the end of life. A Catholic perspective*. Georgetown University Press 2006.

Henk ten Have & David Clark (eds.): *The ethics of palliative care*. Open University press, Buckingham/Philadelphia, 2002.

#### **Palliative sedation**

- a. P. Claessens, J. Menten, P. Schotsmans and B. Broeckaert: "Palliative sedation: A review of the research literature". *Journal of Pain and Symptom Management* 2008; 36(3): 310-333.
- b. M. Maltoni, C. Pittureri, E Scarpi, et al. 2009. "Palliative sedation therapy does not hasten death: results form a prospective multicenter study." *Annals of Oncology* 2009; 20(7):1163-1169.
- c. Henk ten Have and Jos Welie: "Palliative sedation versus euthanasia: An ethical assessment." *Journal of Pain and Symptom Management* 2014; 47(1): 123-136.
- d. Mathias Wirth: "Awareness and dying: The problem of sedating 'Existential suffering' in palliative care." *Ethical Perspectives* 2016; 23(2): 307-326.

### **COURSE SCHEDULE**

- Jan. 15      Topic: Course introduction. Overview of end-of-life ethics, Syllabus, Class Presentations, Research papers and Course Essay.  
Video: Atul Gawande on end-of-life care (7 minutes)  
<https://www.youtube.com/watch?v=jlSIN7FF56Y>
- Jan. 22      Topic: **Compassionate use; right to try**  
Video: 'Right to try' gives terminal patients access to new drugs (9 minutes)  
<https://www.youtube.com/watch?v=-1Lvw28Pa5A>

- Jan. 29      Topic: **Research paper 1: Dealing with death**  
Presentations and discussion of research paper: Why is death and dying an ethical concern today?
- Feb. 2        Topic: **Futility**  
Video and student analysis #1
- Feb. 12      Kelly lecture  
Submit Essay Thesis, 1-page outline, basic bibliography, by Fri.Feb.8
- Feb.19      Topic: **Persistent Vegetative State**  
Video and student analysis #2
- Feb. 26      No class: preparing student presentations
- March 5      Spring break
- March 12     Topic: **Withholding and withdrawing treatment**  
Video and student analysis #3
- March 19     Topic: **Medical cannabis**  
Video and student analysis #4
- March 26     Topic: **Hospice and palliative care**  
Video and student analysis #5
- April 2       Topic: **Euthanasia**  
Video and student analysis #6
- April 9       Topic: **Research paper 2: Palliative sedation**  
Presentations and discussion of research papers
- April 16      Topic: **Assisted suicide**  
Video and student analysis #7
- April 23      Topic: **Dementia care**  
Video and student analysis #8
- April 30      Topic: **Course review and course essay**
- Deadline for course essay: 1 May 2019:** Submit 20-page research essay (double spacing). Student written evaluation of course.

**HCE HANDBOOK.** The Center for Healthcare ethics has developed a Handbook of Policies, Procedures, and Guidelines to guide students in all curriculum related matters. The Handbook is available on the website of the Center.

**COURSE GRADE.** There will be no examinations. The course grade will be assigned based on the quality of the course Research Essay and the two Research Projects. The grade will be a combination of 15% for the first Research Project, 15% for the second Research Project, and 70% for the final course 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
- A- 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.

**PRIVACY.** To provide distance access to HCE courses, all classes are videotaped and available for later use. The videos are stored on MediaSite in the secure cloud. Duquesne University has a non-disclosure agreement with the MediaSite vendor that protects the privacy and security of the data and students. That means that the videos stored in the MediaSite cloud are not available to anyone without defined access. The HCE Faculty (i.e., the course Instructor) is the only one who may authorize access to the videos, typically only to students registered for the class.