

College: McAnulty College and Graduate School of Liberal Arts

Syllabus: HCE-643/743, **ETHICS of CARE**, Spring 2021

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

Office hours: Wednesday 10am-noon, Friday 1pm-3pm: email for Zoom meeting. Appointments possible outside these hours.

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Outline

In this course, 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 hybrid format that after an introductory lecture in the first session devotes most of class time to group discussion (in class or on Blackboard), presentations by students, 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. Most of the instruction will take place through weekly online modules on Blackboard. The class group will meet five times throughout the semester through the HyFlex model. The focus of these meetings will be on the development of the argument that students will present in the course essay. The students will present their course essay in the final two meetings of the course.

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. 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, March 3
- ii. Research Project #2, due Wednesday, March 24
- iii. Research Essay, due Friday, April 30
 - Submit Essay thesis, a 500 words abstract, outline, and basic bibliography, by Monday, March 29.
 - 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 14.
 - Final version is due Friday, April 30.

For the HyFlex sessions, students will prepare a brief presentation (10-15 min) of their research papers. They summarize their argument on three slides which they will use to present their research in class. 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

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. The required readings are those of course part 1.

a.2) 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 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. The required readings are those of course part 2.

b) Online Modules

The weekly online modules will consist of prerecorded lectures and videos, and discussion forums on Blackboard. Modules will open to students on Mondays 3.05pm. It is very important that all students actively engage in the online weekly discussion forums. In order to facilitate discussion, the forum topics will be available to students when that week's module is made available to the students. For every discussion topic posted by the course instructor, students are required to write one response to the instructor by Wednesday 11.59pm, and a minimum of one response to posts by peers by the

end of the week. Forum participation accounts for 10% of the total grade. The scoring rubric for the forum will be available on Blackboard under the Course Syllabus tab.

c) HyFlex Meetings

Throughout the semester, there will be five synchronous meetings:

- Mon Jan 25 3.05-5.45pm: introduction
- Mon Mar 1 3.05-5.45pm: 3-slide presentations RP#1
- Mon Mar 22 3.05-5.45pm: 3-slide presentations RP#2
- Mon Apr 19 3.05-5.45pm: Presentations course essay
- Mon Apr 26 3.05-5.45pm: Presentations course essay

In Starfish, students indicate whether they will attend these meetings in person in Fisher Hall 715 or through Zoom. If professional commitments prevent students from attending these meetings, they may watch the recording of the meeting afterwards. The focus of the meetings will be on student presentations (cf. below). Students who cannot attend a meeting for professional reasons should submit a video recording of their presentation to the instructor on the day of the meeting by 10am. The three presentations account for 10% of the total grade. For the grade, the instructor will assess clarity of the presentation, slide design, and responses to questions from the audience.

d) Course Schedule

Week 1: Mon Jan 25 3.05-5.45pm. HyFlex class: Introduction to the course requirements, procedures and theme

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

Required readings. The journal articles will be available through Blackboard.

- 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 2: Mon Feb 1. Ethical theory and moral development

Week 3: Mon Feb 8. Care and justice

Week 4: Mon Feb 15. The moral perspective of Care Ethics

Week 5: Mon Feb 22. Caring well

Week 6: Mon Mar 1 3.05-5.45pm. HyFlex seminar, 3-slide presentations RP#1

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 7: Mon Mar 8. What is Personalism and how does it relate to Care Ethics?

Week 8: Mon Mar 15. The historical roots of Personalism

Week 9: Mon Mar 22 3.05-5.45pm. HyFlex seminar, 3-slide presentations RP#2

Part 3 Applied analysis

Recommended 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.
- Gastmans, C. "Dignity-Enhancing Nursing Care: A Foundational Ethical Framework." *Nurs Ethics* 20, no. 2 (Mar 2013): 142-9.
- 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* (2020). <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* (2020). <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* (2020). <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 10: Mon Mar 29. Ethical issues in the care of demented patients

Week 11: Mon Apr 5. Resolving ethical issues in clinical care of demented patients

Week 12: Mon Apr 12. Dignity-Enhancing Care for Persons with Dementia, a Foundational and Clinical Ethical Framework (Chris Gastmans)

Week 13: Mon Apr 19 3.05-5.45pm. HyFlex seminar, Presentations course essay

Week 14: Mon Apr 26 3.05-5.45pm. HyFlex seminar, 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. Students in the Catholic program integrate Personalism in their analysis.

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 29.
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.