

College: McAnulty College and Graduate School of Liberal Arts

Syllabus: HCE-642/742, **HEALTHCARE ETHICS IN A DIVERSE SOCIETY**, Fall 2021

Course: Monday 3:05-5:45 pm in 325 Fisher Hall

Office hours: Wednesday 10:00am-12:00pm, Friday 1:00pm-3:00pm or appointment or walk-in,
300 Fisher Hall
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Course instructor: Joris Gielen, Ph.D.
Duquesne University, 600 Forbes Avenue, Pittsburgh, PA 15282

Outline

In this course, we analyze the challenges that contemporary diverse society poses to healthcare ethics. In the first part, we will describe these challenges and determine how they challenge normative healthcare ethics and clinical ethical practice. In the second part, we assess ways to overcome them in the field of normative ethical discussions. In the third part, we search for models and ways to deal with the challenges in clinical practice through organizational changes and instilling of cultural competence.

COVID Precautions

This course is offered in HyFlex mode meaning students have the option to attend either in person or through Zoom. Students attending in person are required to wear a mask to prevent spread of the disease.

Course Objectives

a) Course Description

This course follows an interactive format. Through teacher instruction, their own creative research and the critical input of other students the students become aware of the particular challenges that contemporary diverse society poses to healthcare ethics. The students learn to identify these challenges in a clinical context, and in the field of normative healthcare ethics. Particular attention is paid to health disparities and the difficulties related to the development of normative ethical arguments in a multicultural context. The students learn to develop strategies to overcome these challenges.

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. The capacity to identify ethical challenges posed by multicultural society in a clinical context and in normative ethical discussions on ethical issues in healthcare

- b. The ability to propose concrete solutions to disparities in healthcare through analysis of healthcare providers' attitudes and behaviors, and assessment of opportunities for organizational changes. This ability will enable students to become aware of the importance to perform clinical ethics consultations with cultural competence.
- c. The capability of normative ethical argument formation in a diverse, multicultural healthcare context

c) General HCE Program Learning Outcomes

The following HCE Program Learning Outcomes pertain to this course.

Fundamental Knowledge. Students can understand and analyze the ethical challenges posed by diverse society to healthcare.

Multi-disciplinary Study. Students can critically relate healthcare ethics with multi-disciplinary fields in health care as a diverse, multicultural, and global enterprise (e.g., empirical research, medicine, philosophy, 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 regarding the challenges posed by diverse society to healthcare ethics.

Professionalism. Students can integrate academic learning with experiential learning by applying cultural competence to practical and professional issues in health care.

Ethical Leadership. Students can function with expertise and provide ethical leadership in complex bioethical cases which involve persons with different cultural, racial and ethnic backgrounds.

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, September 29
- ii. Research Project #2, due Wednesday, October 27
- iii. Research Essay, due Wednesday, December 8
 - Submit Essay thesis, a 500 words abstract, outline, and basic bibliography, by Monday, November 1.
 - 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, November 22.
 - Final version is due Wednesday, December 8.

For the presentations of the research projects, 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 15-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 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 towards the prescribed number of pages.

Research competencies. The research competencies in the course are identified by the three course parts: (a) ethical problem assessment of diverse society in healthcare, (b) normative problem solving, and (c) clinical and organizational problem solving. The two research projects will demonstrate that the student has mastered the first and second competencies respectively. In the research essay, students will demonstrate mastery of all three research competencies.

Relation of Projects with Essay. The two Research Projects may be integrated into the Research Essay but not in a manner of copy-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: Ethical challenges of diverse society to healthcare

The students study the ethical challenges which a diverse society poses to healthcare. By critically and creatively engaging the assigned texts, the students determine and describe these challenges to normative ethics and clinical practice. The students choose a title for their paper which succinctly summarizes their observations.

a.3) Theoretical assessment of the possibility of normative healthcare ethics in a diverse society

In the first classes, we will have identified the challenges of multicultural society to healthcare. Starting from these observations and engaging the required readings, students describe ways and strategies to deal with these challenges in their research papers. In this research paper, the students answer the question whether and how normative healthcare ethics is possible in a diverse and multicultural society.

b) Course Schedule

Week 1: Mon Aug 23. Introduction to the course requirements, procedures and theme

Part 1 Ethical challenges of diverse society to healthcare

Week 2: Mon Aug 30. Racial and ethnic disparities

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

- Blackhall, L. J., G. Frank, S. T. Murphy, V. Michel, J. M. Palmer, and S. P. Azen. "Ethnicity and Attitudes Towards Life Sustaining Technology." *Soc Sci Med* 48, no. 12 (1999): 1779-89.
- Burgess, Diana Jill, Megan Crowley-Matoka, Sean Phelan, John F. Dovidio, Robert Kerns, Craig Roth, Somnath Saha, and Michelle van Ryn. "Patient Race and Physicians' Decisions to Prescribe Opioids for Chronic Low Back Pain." *Social Science & Medicine* 67, no. 11 (2008): 1852-60.
- LaVeist, T. A., D. Gaskin, and P. Richard. "The Economic Burden of Health Inequalities in the United States." 2009.
- Ogedegbe G, Ravenell J, Adhikari S, Butler M, Cook T, Francois F, et al. Assessment of Racial/Ethnic Disparities in Hospitalization and Mortality in Patients With COVID-19 in New York City. *JAMA Netw Open*. 2020;3(12):e2026881.
- Smedley, Brian D., Adrienne Y. Stith, and Alan R. Nelson, eds. *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. Washington: The National Academies Press, 2002, chapters 1-4.
- van Ryn, M., and J. Burke. "The Effect of Patient Race and Socio-Economic Status on Physicians' Perceptions of Patients." *Soc Sci Med* 50, no. 6 (2000): 813-28.
- Washington, Donna L., Jacqueline Bowles, Somnath Saha, Carol R. Horowitz, Sandra Moody-Ayers, Arleen F. Brown, Valerie E. Stone, Lisa A. Cooper, and Disparities in Health Task Force Writing group for the Society of General Internal Medicine. "Transforming Clinical Practice to Eliminate Racial–Ethnic Disparities in Healthcare." *Journal of General Internal Medicine* 23, no. 5 (2008): 685-91.
- Yan BW, Hwang AL, Ng F, Chu JN, Tsoh JY, Nguyen TT. Death Toll of COVID-19 on Asian Americans: Disparities Revealed. *Journal of general internal medicine*. 2021:1-5.

Week 3: Mon Sept 6. Labor Day: no class

Week 4: Mon. Sept 13. Racial and ethnic disparities

Week 5: Mon Sept 20. Cultural issues

Required readings.

- Charlesworth, M. "Don't Blame the 'Bio'--Blame the 'Ethics': Varieties of (Bio)Ethics and the Challenge of Pluralism." *J Bioeth Inq* 2, no. 1 (2005): 10-7.
- Chin, J. L. "Culturally Competent Health Care." *Public Health Reports* 115, no. 1 (2000): 25-33.
- Durante, C. "Bioethics in a Pluralistic Society: Bioethical Methodology in Lieu of Moral Diversity." *Med Health Care Philos* 12, no. 1 (2009): 35-47.
- Fagan, A. "Challenging the Bioethical Application of the Autonomy Principle within Multicultural Societies." *J Appl Philos* 21, no. 1 (2004): 15-31.
- Fox, R. C., and J. P. Swazey. "Examining American Bioethics: Its Problems and Prospects." *Camb Q Healthc Ethics* 14, no. 4 (2005): 361-73.
- Frintner, M. P., F. S. Mendoza, B. P. Dreyer, W. L. Cull, and D. Laraque. "Resident Cross-Cultural Training, Satisfaction, and Preparedness." *Acad Pediatr* 13, no. 1 (2013): 65-71.
- Huff, Robert M., Michael V. Kline, and Darleen V. Peterson, eds. *Health Promotion in Multicultural Populations: A Handbook for Practitioners and Students*. Third edition. ed. Thousand Oaks: Sage, 2015 (\$72), chapters 1, 2, 3, 5, 8
- Juckett, G. "Cross-Cultural Medicine." *Am Fam Physician* 72, no. 11 (2005): 2267-74.
- Weissman, J. S., J. Betancourt, E. G. Campbell, E. R. Park, M. Kim, B. Clarridge, D. Blumenthal,

K. C. Lee, and A. W. Maina. "Resident Physicians' Preparedness to Provide Cross-Cultural Care." *JAMA* 294, no. 9 (2005): 1058-67.

Week 6: Mon Sept 27. Presentations RP#1

Part 2 Theoretical assessment of the possibility of normative healthcare ethics in a diverse society

Required readings

- Beauchamp, Tom L. and Childress, James F. *Principles of Biomedical Ethics*. Seventh edition. Oxford University Press: Oxford, 2013, chapters 1, 10.
- Durante, C. "Bioethics in a Pluralistic Society: Bioethical Methodology in Lieu of Moral Diversity." *Med Health Care Philos* 12, no. 1 (Mar 2009): 35-47.
- Gielen J. Bioethics in Secular, Pluralistic Society. In: Gielen J, editor. *Dealing with Bioethical Issues in a Globalized World : Normativity in Bioethics*. Cham: Springer International Publishing; 2020. p. 145-56.
- Gordon, J. S. "Global Ethics and Principlism." *Kennedy Inst Ethics J* 21, no. 3 (2011): 251-76.
- Hellsten, S. K. "Global Bioethics: Utopia or Reality?" *Dev World Bioeth* 8, no. 2 (2008): 70-81.
- Mbugua, K. "Respect for Cultural Diversity and the Empirical Turn in Bioethics: A Plea for Caution." *J Med Ethics Hist Med* 5 (2012): 1.
- Thompson, P. "Seeking Common Ground in a World of Ethical Pluralism: A Review Essay of Moral Acquaintances: Methodology in Bioethics by Kevin Wm. Wildes, S.J." *HEC Forum* 16, no. 2 (2004): 114-28.
- Turner, L. "Bioethics in a Multicultural World: Medicine and Morality in Pluralistic Settings." *Health Care Anal* 11, no. 2 (2003): 99-117.
- Turner, L. "From the Local to the Global: Bioethics and the Concept of Culture." *J Med Philos* 30, no. 3 (2005): 305-20.
- Veatch, Robert M. *Hippocratic, Religious, and Secular Medical Ethics: The Points of Conflict*. Washington D.C.: Georgetown University Press, 2012. (\$26)

Week 7: Mon Oct 4. Students watch Kelly lecture by Tom L. Beauchamp on 'A defense of universal principles and common morality in biomedical ethics'
(<https://edtech.msl.duq.edu/Mediasite/Play/0086f7319178400aa675917c9adaf6521d>).

Week 8: Mon Oct 11. Instruction, analysis, discussion

Week 9: Mon Oct 18. Instruction, analysis, discussion

Week 10: Mon Oct 25. Presentations RP#1

Part 3 Critical assessment of ways to overcome ethical challenges of diverse society in clinical practice

Required readings

- Anderson, L. M., S. C. Scrimshaw, M. T. Fullilove, J. E. Fielding, and J. Normand. "Culturally Competent Healthcare Systems. A Systematic Review." *Am J Prev Med* 24, no. 3 Suppl (2003): 68-79.
- Betancourt, Joseph R. "Improving Quality and Achieving Equity: The Role of Cultural Competence in Reducing Racial and Ethnic Disparities in Health Care." 2006.
- Betancourt, Joseph R., Alexander R. Green, and J. Emilio Carrillo. "Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches." The Commonwealth Fund,

2002.

- Betancourt, J. R., A. R. Green, J. E. Carrillo, and O. Ananeh-Firempong, 2nd. "Defining Cultural Competence: A Practical Framework for Addressing Racial/Ethnic Disparities in Health and Health Care." *Public Health Rep* 118, no. 4 (2003): 293-302.
- Brach, C., and I. Fraser. "Can Cultural Competency Reduce Racial and Ethnic Health Disparities? A Review and Conceptual Model." *Med Care Res Rev* 57 Suppl 1 (2000): 181-217.
- Brach, C., and I. Fraser. "Reducing Disparities through Culturally Competent Health Care: An Analysis of the Business Case." *Qual Manag Health Care* 10, no. 4 (2002): 15-28.
- Danso R. Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. *Journal of Social Work*. 2018;18(4):410-30.
- Goode, Tawara D., M. Clare Dunne, and Suzanne M. Bronheim. "The Evidence Base for Cultural and Linguistic Competency in Health Care." 2006.
- Huff, Robert M., Michael V. Kline, and Darleen V. Peterson, eds. *Health Promotion in Multicultural Populations: A Handbook for Practitioners and Students*. Third edition. ed. Thousand Oaks: Sage, 2015, chapters 1, 3, 4, 6, 7, 8.
- Lie, D. A., E. Lee-Rey, A. Gomez, S. Bereknyci, and C. H. Braddock, 3rd. "Does Cultural Competency Training of Health Professionals Improve Patient Outcomes? A Systematic Review and Proposed Algorithm for Future Research." *J Gen Intern Med* 26, no. 3 (2011): 317-25.
- Like, Robert C. "Educating Clinicians About Cultural Competence and Disparities in Health and Health Care." *Journal of Continuing Education in the Health Professions* 31, no. 3 (2011): 196-206.
- Maier-Lorentz, M. M. "Transcultural Nursing: Its Importance in Nursing Practice." *J Cult Divers* 15, no. 1 (2008): 37-43.
- Serchen J, Doherty R, Atiq O, Hilden D. A Comprehensive Policy Framework to Understand and Address Disparities and Discrimination in Health and Health Care: A Policy Paper From the American College of Physicians. *Annals of internal medicine*. 2021;174(4):529-32.
- Saha, S., M. C. Beach, and L. A. Cooper. "Patient Centeredness, Cultural Competence and Healthcare Quality." *J Natl Med Assoc* 100, no. 11 (2008): 1275-85.
- Smedley, Brian D., Adrienne Y. Stith, and Alan R. Nelson, eds. *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. Washington: The National Academies Press, 2002, chapters 5-6.
- Smith, W. R., J. R. Betancourt, M. K. Wynia, J. Bussey-Jones, V. E. Stone, C. O. Phillips, A. Fernandez, E. Jacobs, and J. Bowles. "Recommendations for Teaching About Racial and Ethnic Disparities in Health and Health Care." *Ann Intern Med* 147, no. 9 (2007): 654-65.
- Tervalon, Melanie, and Jann Murray-Garcia. "Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." *J Health Care Poor Underserved* 9, no. 2 (1998): 117-25.
- United States Department of Health and Human Services, Office of Minority Health. "National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining Clas Policy and Practice." Washington, 2013.

Week 11: Mon Nov 1. No class, instead class on Tue Nov 2. Instruction, analysis, discussion

Week 12: Mon Nov 8. Instruction, analysis, discussion

Week 13: Mon Nov 15. Instruction, analysis, discussion

Mon Nov 22. Thanksgiving break: no class

Week 14: Mon Nov 29. Presentations course essay

Week 15: Mon Dec 2. Presentations course essay

Week 16: Mon Dec 6. Conclusion of the course

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 importance of considering the ethical implications of the diverse nature of society in healthcare. Students in HCE-742 analyze these implications in Catholic healthcare. The students are free to choose whether they want to emphasize normative or clinical/organizational aspects, or a combination of these. Yet, it is important that they demonstrate their acquaintanceship with all three research competencies in their essay.

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, November 1.
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 within 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 Global Health 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 McNulty 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 McNulty 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.