

College: McAnulty College and Graduate School of Liberal Arts

Syllabus: HCE-648/748, **CLINICAL ETHICS**, Spring 2022

Course: 3:05-5:45 pm, 715 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, students will be trained in case analysis, scientific presentation and reporting in the field of clinical ethics. The course consists of three parts. In the first part, we undertake a general exploration of the aims of clinical ethics and the place of clinical ethics consultations therein. In the second part, we look at approaches to ethical analysis in case consultation. The students gain insight into the merits of these approaches and learn to apply them to clinical cases. In the third part, we focus on an issue that is central in clinical ethics: decision making. We study the standard of informed consent, and decision making for mentally incapacitated patients and patients who are unable to communicate. Students in HCE-748 study the position of Roman Catholic bioethics towards clinical ethical issues and explore ways to resolve conflict when decisions by patients or their surrogates do not align with the mission and identity of Roman Catholic healthcare organizations.

Course Objectives

a) Course Description

Through teacher instruction, their own creative research and the critical input of other students the students gain insight into clinical ethics; they become acquainted with appropriate approaches to case analysis; and learn to develop a coherent argument regarding central issues in clinical ethics.

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 critically examine and explain the nature of clinical ethics, and understand the importance of core competencies for healthcare ethics consultation
- b. The ability to analyze clinical cases by applying approaches that have been influential in the field of clinical ethics
- c. The capability to assess and report on central issues in clinical ethics, particularly problems that can arise regarding informed consent

c) General HCE Program Learning Outcomes

The following HCE Program Learning Outcomes pertain to this course.

Fundamental Knowledge. Students can understand and analyze clinical ethics as both an academic and practical discipline in healthcare ethics.

Multi-disciplinary Study. Students are able to integrate observations from multidisciplinary fields in healthcare (empirical research, law, medicine, philosophy, religion, science and technology) into clinical ethics analysis.

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 in the field of clinical ethics.

Professionalism. Students can integrate academic learning with experiential learning in the analysis of ethical issues in healthcare.

Ethical Leadership. Students can function with expertise and provide ethical leadership in clinical contexts.

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 16
- ii. Research Project #2, due Wednesday, April 6
- iii. Research Essay, due Wednesday May 4
 - Submit Essay thesis, a 500 words abstract, outline, and basic bibliography, by Monday, March 21.
 - 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 Friday April 15.
 - Final version is due Wednesday May 4.

For the presentations of the research projects, students will prepare a brief presentation (max 10 min) of their research papers. They summarize their argument on three to four 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 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 course parts: (a) examination and explanation of the nature of clinical ethics and clinical ethics consultation, (b) case analysis, and (c) assessing and reporting on central issues in clinical ethics. Each Research Project will demonstrate that the student has mastered the specific competency.

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. 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 identical for all students.

a.2) Research Project #1: Exploration of the field: aims of clinical ethics and ethics consultation

In the first research paper, the students formulate a coherent, encompassing, but at the same time succinct definition of clinical ethics. This definition gives a clear and direct answer to the question ‘what is clinical ethics?’ This definition is presented at the end of the paper’s introduction. In the subsequent sections, the students analyze the various components of their definition. The students also explain how their definition relates to and/or integrates the ASBH core competencies for healthcare ethics consultation.

a.3) Research Project #2: How to do a case consultation?

In the second paper, the students analyze three approaches to clinical ethics case consultation: the 4 topics method (Jonsen, Siegler, and Winslade), CASES (Veterans Health Administration), and process and format (Orr, and Shelton). The students formulate an argument as to which approach is best suited for healthcare ethics consultation. They illustrate their point through the analysis of one case. This case will be presented to the students in class. The case will also be emailed to the students. The required readings for this paper are those of course part 2.

b) Course Schedule

Week 1: Mon Jan 17. Martin Luther King Day (no class)

Week 2: Mon Jan 24. Introduction to the course requirements, procedures and theme

Part 1 Aims of clinical ethics and ethics consultation

Required readings

- ASBH. 2011. *Core Competencies for Healthcare Ethics Consultation*. Glenview: American Society for Bioethics and Humanities. (\$20)
- Diekema, D., Mercurio, M., Adam M (Eds). (2011). *Clinical Ethics in Pediatrics: A Case-Based Textbook*. Cambridge: Cambridge University Press
- Farber Post, Linda, Jeffrey Blustein, and Nancy Neveloff Dubler. 2015 (2nd edition)/2021 (3rd edition). *Handbook for health care ethics committees*. Baltimore: Johns Hopkins University Press. (\$65) Part I.

- USCCB, *Ethical and Religious Directives for Catholic Health Care Services*, 6th ed. (Washington, D.C.: USCCB 2018), part 3-5. (Available on blackboard)

Week 3: Mon Jan 31. Instruction, analysis, and discussion

Week 4: Mon Feb 7. Instruction, analysis, and discussion

Week 5: Mon Feb 14. Presentations Research Project #1

Part 2 How to do a case consultation?

Required readings.

- Farber Post, Linda, Jeffrey Blustein, and Nancy Neveloff Dubler. 2015 (2nd edition)/2021 (3rd edition). *Handbook for health care ethics committees*. Baltimore: Johns Hopkins University Press. (\$65) Part II.
- Sokol, D. K. 2008. "The "four quadrants" approach to clinical ethics case analysis; an application and review." *J Med Ethics* 34 (7):513-6.
- CASES: Fox, Ellen, Kenneth A. Berkowitz, Barbara L. Chanko, and Tia Powell. 2006. "Ethics Consultation: Responding to Ethics Questions in Health Care." In. Washington: National Center for Ethics in Health Care, Veterans Health Administration.
<http://www.ethics.va.gov/ECprimer.pdf>.
- Process and format: Orr, R. D., and W. Shelton. 2009. "A process and format for clinical ethics consultation." *J Clin Ethics* 20 (1):79-89. (Available on blackboard)
- USCCB, *Ethical and Religious Directives for Catholic Health Care Services*, 6th ed. (Washington, D.C.: USCCB 2018), part 6.

Week 6: Mon Feb 21. Instruction, analysis, and discussion

Week 7: Mon Feb 28. Instruction, analysis, and discussion

Mon Mar 7. Spring Break (no class)

Week 8: Mon Mar 14. Instruction, analysis, and discussion

Week 9: Mon Mar 21. Instruction, analysis, and discussion

Week 10: Mon Mar 28. Instruction, analysis, and discussion

Week 11: Mon Apr 4. Presentations Research Project #2

Part 3 Decision-making in medical ethics

Required readings

- Lo, Bernard. 2013. *Resolving ethical dilemmas: a guide for clinicians*: Lippincott Williams & Wilkins, section II. Ebook available through Gumberg Library.
- Appelbaum, Paul S., Jessica W. Berg, and Charles W. Lidz. 2001. *Informed Consent: Legal Theory and Clinical Practice (2nd Edition)*. Cary, NC, USA: Oxford University Press, USA. Ebook available through Gumberg Library.
- Drane, J. F. "Competency to Give an Informed Consent. A Model for Making Clinical Assessments." *Jama* 252, no. 7 (Aug 17 1984): 925-7.

- Emanuel, E. J., and L. L. Emanuel. "Four Models of the Physician-Patient Relationship." *Jama* 267, no. 16 (Apr 22-29 1992): 2221-6.
- Ganzini, L., L. Volicer, W. A. Nelson, E. Fox, and A. R. Derse. 2004. "Ten myths about decision-making capacity." *J Am Med Dir Assoc* 5 (4):263-7. (Available on blackboard)
- Shalowitz, D. I., E. Garrett-Mayer, and D. Wendler. 2006. "The accuracy of surrogate decision makers: a systematic review." *Arch Intern Med* 166 (5):493-7. (Available on blackboard)

Week 12: Mon Apr 11. Instruction, analysis, and discussion

Week 13: Mon Apr 18. Easter break (no class)

Week 14: Mon Apr 25. Presentations course essay

Week 15: Mon May 2. 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 in clinical ethics. The students begin their essay with a clinical case (derived from the literature or their own hospital experience) that illustrates the relevance of the studied issue. Students taking HCE-748 situate their case in a Catholic healthcare context. Throughout the essay, the students refer to that case. It is important that they demonstrate their acquaintanceship with all three research competencies in their essay.

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 21.
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 in Healthcare Ethics must adopt the format of the *Chicago Manual of Style*, as required by the College for dissertation submissions. Nursing Ethics PhD students may use APA for the course essay and research papers.
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 participation, 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.