Assignments HCE-646/746/647/747
Distance Learning

Weekly Journals
Each week, distance learning students submit a three-page summary critically reflecting on the readings of that week.

Week 4 (Sep 15): Advance directives
In preparation for the seminar, distance learning students study the following materials:

- Watch the videos on [https://polst.org/advance-care-planning/polst-experiences/](https://polst.org/advance-care-planning/polst-experiences/)
- Carefully read and study the following forms (will be sent to all students by email)
  - Pennsylvania Advance Health Care Directive
  - Allegheny County Medical Society and Allegheny County Bar Association Power of Attorney and Living Will
  - Pennsylvania Catholic Conference Combined Living Will and Health Care Power of Attorney
  - Pennsylvania Orders for Life-Sustaining Treatment (POLST)
- (Re)read Chapter 16 (Advance Directives) in Schroeter et al., Practical Ethics for Nurses and Nursing Students and Chapter 17 (Forgoing Treatment, Pillar Three) in Kelly, Magill, and ten Have, Contemporary catholic Health Care Ethics.

In the seminar, distance students will present the forms and discuss the advantages and limitations of each of them.

Week 5 (Sep 22): Communication workshop
Distance learning students prepare a two-page critical reflection of the workshop summarizing the most important things they learned from the workshop. This summary is added to the weekly journal.

Week 6 (Sep 29): ethical decision making for minors
Student read the following three texts (which will be sent to all students by email):


For the seminar, they prepare a 30 minute presentation in which they answer the following three questions:
What is the difference between informed consent and assent in the context of pediatric medicine?

Should adolescents consent or assent to treatment?

To what extent can parents provide informed consent/refusal for their children?

Week 7 (Oct 6): Ethics consultants: who are they and what do they do? (presentation by 6/747 students)

Students study a case that will be sent to them by email. Students prepare a two-page written reflection on the case in which they describe how Beauchamp and Childress’ four principles relate to the case. They submit this reflection along with the journal at the end of the week. The observations will be discussed at the beginning of the next seminar.

Week 8 (Oct 13): 4 topics (presentation by 6/746 students)

Students study a case that will be sent to them by email. Students prepare a two-page written reflection on the case in which they describe how each of the four topics relate to the case. They submit this reflection along with the journal at the end of the week. The observations will be discussed at the beginning of the next seminar.

Week 9 (Oct 20): How to write a consult note?

Distance students individually prepare a complete consult note of the case that has been analyzed in the seminar. They submit this note along with the journal at the end of the week.

Week 10 (Oct 27): Consult note exercise

Distance students individually prepare a complete consult note of the case that has been analyzed in the seminar. They submit this note along with the journal at the end of the week.

Week 11 (Nov 3): Role play and consult note (group I)

Distance students individually prepare a complete consult note of the case that has been analyzed in the seminar. They submit this note along with the journal at the end of the week.

Week 12 (Nov 10): Role play and consult note (group II)

Distance students individually prepare a complete consult note of the case that has been analyzed in the seminar. They submit this note along with the journal at the end of the week.

Week 13 (Apr Nov 17): Presentations capstone essay

Week 15 (Dec 1): Presentations capstone essay