INTRODUCTION TO CLINICAL ETHICS

Co-Directors: Robert J. Boyle, M.D., John C. Fletcher, Ph.D

GSAS 515/GNUR 597 (Schedule #60848)
FALL SEMESTER, 1993

Wednesday nights, 6:00-8:00 P.M.

Textbook, "Introduction to Clinical Ethics," ($25.00)
Available at Center for Biomedical Ethics
Barringer Wing, 3rd Fl., Rm. 3436 (924-5974)

First class on Sept. 8, 6:00 P.M. Jordan Hall-1st Floor
Last class on Dec. 8, 6:00 P.M. Small Groups
Final exam or paper due by 5:00 P.M. Dec. 15, 1993

COURSE DESCRIPTION

This course is an introduction to clinical ethics, which concerns the
identification, analysis, and resolution of ethical problems arising in planning for the
care of patients (see schedule). It serves students of nursing, medicine, law, religious
studies and other disciplines. Also welcome are hospital staff, community members,
members of ethics committees, and other interested persons from Virginia. The
course deals with two tiers of ethical problems occurring frequently in the clinical
setting. Each chapter of the textbook (which is available prior to September 8) also
contains information on legal cases and trends in law that affect choices in these
areas. One session is concerned with reproductive choices, including abortion, and
one session addresses problems related to handicapped newborns. The course
emphasizes the ethical responsibilities of clinicians in planning for the care of their
patients. The course is taught both in small groups and plenary sessions.

The philosophy of the course is expressed in the preface and first two
chapters of the textbook and in Culver CM, Clouser KD, Gert B, et al: Basic
curricular goals in medical ethics. New England Journal of Medicine 312

At course’s end, students participating fully will be able:

1) to identify clearly the major ethical problems involving patients (Chapters 3-
13) that clinicians face most frequently in their training and future practices;
2) to understand the history of these problems and see them as opportunities to provide optimal care for patients and families whose lives have been disrupted by illness, pain, and suffering;

3) to use a method of case study (Chapter 2) that:

   a) enhances planning for the optimal care of patients to prevent disruption of care by ethical problems or to use when facing a complex or novel ethical problem; and

   b) helps clinicians to bring major ethical considerations and principles to bear upon these issues and problems;

4) to be familiar with the resources of an institutional ethics program and how to access these resources, and

5) If the student is also a member of an institutional ethics committee, a fifth goal can be added:

   to enable members of ethics committees, especially those involved in requests for education and consultation for ethical problems involving patients, to understand their roles and the knowledge and skills required for this task.

ASSIGNED READINGS

1) The course textbook, *Introduction to Clinical Ethics*, is available for purchase ($25.00) at the Center for Biomedical Ethics and will also be available at the first class session on September 8.

2) "Added Readings" in Appendix 2 are required for M.A. students in Clinical Ethics and recommended for others who want to read beyond the textbook.

TEACHING FACULTY

Kenneth A. Ballew, M.D. *
Assistant Professor, General Internal Medicine (pic 2142)

Robert J. Boyle, M.D. *
Associate Professor of Pediatrics (924-5429)
Associate for Clinical Ethics, Course Co-Director
Kimberly F. Crawford, M.A.**  
Graduate Student, Dept. of Religious Studies (977-2663)

James Finnerty, M.D. *  
Assistant Professor of Obstetrics and Gynecology  
Graduate Student in Clinical Ethics M.A. Program

John C. Fletcher, Ph.D. *  
Professor of Biomedical Ethics and Religious Studies, Director,  
Center for Biomedical Ethics, Room 3-70 Barringer Wing (924-5974)  
Course Co-Director

Susan Goings-Epplee, M.Div. **  
Chaplain, Department of Patient & Family Counseling

Herbert C. Jones, Jr., M.D. **  
Assistant Clinical Professor, Obstetrics & Gynecology, Charlottesville Center  
for Reproductive & Sexual Health

Donna Markey, RN., M.S.N.  
Administrator for Surgical Intensive Care Unit  
924-2288

Monika S. Markowitz, R.N., M.S.N., CCRN *  
Nurse Clinician, Pediatric Critical Care, Adjunct Faculty, School of Nursing,  
VCU, (804 360-5398) Doctoral Student, Department of Religious Studies

Elizabeth McGovern **  
Graduate Student, Department of Religious Studies

Franklin G. Miller, Ph.D. **  
Assistant Professor of Medical Education

Ellsworth Remson, M.D., J.D. *  
Resident Physician in Rehabilitation Medicine (295-4030)

Mary V. Rorty, Ph.D. *  
Associate for Clinical Ethics, Center for Biomedical Ethics  
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Karen J. Schwenzer, M.D. *  
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Edward M. Spencer, M.D. *
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Edward Strickler, M.A. **
Graduate Student in Clinical Ethics M.A. Program

Sarah Vittone, M.S.N., R.N. *
Clinician III, Pediatric Intensive Care Unit
Graduate Student in Clinical Ethics M.A. Program

* Group Leader
** Assistant Group Leader

FACULTY MEETINGS

November 3, 1993
5:15 p.m.   Davis - 3
November 17, 1993
5:15 p.m.   Davis - 3

PLACE

► Plenary Sessions meet in Jordan Hall- 1st Floor Auditorium
► Small Groups meet in assigned rooms

CREDIT

GSAS 515 is a 3 credit course. Community members or others can register for the course through Continuing Education (924-6145).

PLENARY SESSIONS

There will be at least 3 plenaries. The first plenary will introduce the course. During the second plenary participants in a case will be present to interact with the class. The last plenary will be a presentation on access to health care and proposals to restructure delivery and reimbursement in the U.S.
GRADING

Small group leaders will grade all the students in their group. The final letter grade is based on three sources:

a) 30% for preparation, participation and attendance in small group discussion. Students should notify their group leaders when they know they will be absent, or in case of illness.

There are 13 sessions. One point will be given for attendance and 1 for participation per session. (The 4 remaining points will be assigned at Instructor discretion for outstanding participation in the small groups.)

Minimum Requirements

Students must be prepared for class.
Students must participate actively in group discussion.
Students must advise team leader of absence.

b) 40% for 2 written assignments during the course. The first is a case study using the four-part method explained in the text. The second is a paper on death and dying, or a related topic. Students will receive the first case assignment two weeks before it is due. Space limits will be 2500 words per paper (no more than 10 pages, double spaced).

Case Study - Minimum Requirements

The identification of key ethical problems in the case.
Thorough application of the case method explained in the text.
A well constructed, cogently argued paper with minimal grammar and spelling errors; outlines are not acceptable.
Extra credit can be gained through the use of additional resources such as:

research on other cases or legal precedents
research on clinical facts
use of bioethics literature.
Death and Dying Paper

There is considerable flexibility for this assignment. Instructors will provide a list of suggestions but students are advised to get faculty approval of their proposed topic.

Extra credit may be gained as per the above.

c) 30% for a final paper or exam. Students may choose between a final paper or a final exam for 30% of the grade. Law students please see note below.

The final paper is not to exceed 20 double-spaced typewritten pages, properly researched and referenced. The subject should be selected with the advice of the group leader.

The final examination will involve analysis of one of two cases, using the four-part method, and is a "take-home," open book exam with a 2-hour limit.

The grading scale is as follows:

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<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 93</td>
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<td>B+</td>
<td>87 - 89</td>
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<td>C</td>
<td>74 - 76</td>
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<tr>
<td>C-</td>
<td>70 - 73</td>
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Law students are required to write a final paper, rather than take the examination. The paper must be a researched and referenced Law School paper. For law students, grades in the course will be given according to Law School standards, which is a "B" mean.

Final exams or final papers are due at 5:00 P.M. on Dec. 15, 1993. These exams should be brought to the Center for Biomedical Ethics, Barringer 3.
SCHEDULE FOR THE COURSE
Time: 6:00 P.M. - 8:00 P.M.

9/08/93  Plenary - Introduction to Course - Jordan Hall (Jordon 114)
         J.C. Fletcher, Ph.D., R.J. Boyle, M.D., Paul Lombardo, Ph.D., J.D.
         (Plenary followed by small Groups)

9/15/93  Understanding the Field: Chaps. 1-2.
         (Small Groups)

9/22/93  Respecting Confidentiality and Privacy: Chap. 3
         (Small Groups)

9/29/93  Communication, Truth telling, and Disclosure: Chap. 4
         (Small groups)

10/6/93  Determining Patient's Capacity to Share in Decision
         Making: Chap. 5
         (Small Groups)

         (Small Groups) Case given out - paper due October 27.

To prepare paper, review Chaps. 5,6,7 also view "Dax's Case" video on reserve in Health Sciences Library.

10/20/93  When the Patient Refuses Treatment: Chap. 7.
          (Jordon Hall - Jordon 1-5)
          (Plenary followed by small groups)

10/27/93  Death and Dying: Chap. 8.
          (Small Groups)
          (First Paper due)

          Paper on Death and Dying due 11/10/92

11/3/93  Foregoing Life-Sustaining Treatment With Incapacitated Patients: Chap. 9.
          (Small Groups)
        (Small groups - papers on Death and Dying due)

11/17/93  Reproductive Choices: Chap. 11.
        (Small Groups)

(NO CLASS ON 11/24)

12/1/93  Patient Selection: Tragic Choices: Chap. 12
        (Jordon Hall - Jordon 1-5)
        (Plenary followed by small groups)

12/8/93  Economics, Case Management, Patient Advocacy/
        Professional Ethics: Chaps. 13 & 17
        Open Discussion/Course Review
        (Small Groups)

FINAL EXAM DISTRIBUTED