Ethics in the Health Professions
PRMD 5000, PHTR 6592, PHRD 3550

Participating Degree Programs:
CHA/PA, MD, PharmD, PT
Spring 2000

Course Director:
Richard Martinez, M.D.
315-8596

Purpose of Course:
To provide students with foundational knowledge and skills in responsible professional behavior that will enable them to competently reflect upon, address and resolve the ethical and socio-cultural issues that students will confront during their training and professional practice. This interprofessional ethics course involves teaching of rudimentary knowledge and skills in ethical theory and reasoning, professional ethics, interprofessional approach to health care decision-making, goals of health care, illness experience, and other topics of concern. Through small group activity, students have an opportunity to practice communication, reflection, listening, and reasoning in the moral and ethical dimensions of health care.

Course Learning Objectives:
1. Students will develop and communicate a personal understanding of the moral significance and ethical responsibilities of being a health care professional.
2. Students will develop and communicate an understanding of the goals of health care, including the influence of culture and diversity on health care practice.
3. Students will develop the knowledge and skills necessary to make ethically responsible patient care decisions, including the development of deliberative capacities in which communication, listening, reflection, and reasoning are part of moral deliberation and conflict resolution.
4. Students will examine interprofessional approaches to health care and work in interprofessional groups to address ethical issues in health care.
5. Students will assess their abilities in health care contexts with respect to critical reasoning, effective communication, and ethical decision-making.

Course Planning Committee:
Ralph Altiere, PhD 315-5186; Therese Jones, Ph.D. 315-8398; Marilyn Coors, Ph.D. 315-0203; Kathie Dolce, M.S., PA-C 315-7964; Jackie Newnam 315-5096; Denise Stelzner, M.B.A., P.T. 372-9134; Kayte Fulton, M.A. (cand.) 398-1059; Cordt Kassner, M.A. 372-9364; Mark Yarborough, PhD 315-5177.

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Grading and Assignments:
For all participating students in the CHA/PA, MD, PharmD, and PT programs, **HONORS/PASS/FAIL** will be the only grade options. This grade will be determined by the following:

- **20 points** - Participation, attendance, completion of reading assignments (see syllabus for group assignment and location). Attendance in large and small group activities are required. If you are unable to make small group you must have approval of small group facilitator. (PharmD students are on spring break Week 3, March 23 and are expected to complete reading for that day, although not required to attend class.)

- **55 points** - Completion of two written assignments:
  1) Personal illness narrative worth **25 points**.
  2) Ethics case analysis worth **30 points**. This is done in small groups of 3-4 students. An ethical dilemma is identified, the relevant theory, principles, and clinical issues are highlighted, and arguments and justifications are stated. Some additional research and reading is expected for this project.

- **25 points** - Midterm Exam.

- **Honors 90-100 points; Pass 70-89 points; Fail below 70 total points**. Four areas of evaluation will be added together for a possible perfect score of 100 points.

- Each student must meet at least once with their small group faculty to discuss and assess participation and progress in course.

Each small group faculty facilitator will take attendance, evaluate participation, assess completion of reading assignments, and will evaluate and grade each student's writing assignments. In groups where there are two co-facilitators, the faculty will share in these evaluative processes.

Small group participation: Since much of the learning which will occur during the course will occur in the small group activity, discussion of the reading material and case studies constitute a central activity of the course. It is essential that students be engaged in these discussions. One is engaged to the extent that one is attentive, one's comments reflect a familiarity with the readings, one's comments contribute to the discussion, one is a respectful listener, etc. If any small group facilitator thinks that a student is not exhibiting a suitable level of participation in the small groups, it will be the responsibility of the faculty member to bring this matter to the student's attention.

Attendance: This course seeks, among other things, to provide students with the knowledge and skills required to become good ethical decision makers. This requires practice and the course is designed to give students opportunities to practice. Attendance is required for passing the course. Attendance will be recorded by the faculty in each small group. Students are required to attend all of the class sessions. (PharmD students can miss week of spring break.)

Assignment Deadlines: In addition to completing the reading assignments and other routine weekly class preparation activities, these are additional assignment deadlines:

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• **Week 5, April 6**: Each group must present an outline of their ethics case to fellow students in the small group and to faculty facilitators. These outlines should be signed by each member of the ethics case analysis group. This outline should include basic narrative and factual information, anticipated ethical issues at stake, etc. One page is adequate. This is an opportunity to seek feedback from faculty and fellow students. Each group should have met at least 1-2 times before this date. (Although the ethics case analysis is the last assignment due, we strongly recommend that much of the work on this assignment take place in the first half of the course since the illness narrative and the mid-term will occur toward the end of the course. Discussion and planning is encouraged through email and meetings of small working groups.)

• **Week 6, April 13**: Illness narrative is due. Bring copies for your small group facilitator(s). Consider reading and discussing within your small group. See details below.

• **Week 8, April 27**: Each student must have scheduled and completed a 20-30 minute meeting with one of their small group faculty members for self-assessment exercise.

• **Week 9, May 6**: Written ethics case analysis is due. Bring copies for each member of the group including your faculty co-facilitators. See details below.

• **Week 10, May 11**: Oral presentations of ethics case analysis in small groups.

**Writing Assignments:**

- Illness Narrative-

  **A. General Description:**
  The "illness narratives" included in the syllabus provide examples of the psychological, emotional, and spiritual experience of being ill as well as models of the structural and organizational patterns of relating the experience of being ill.

  As you read the selections, consider how or if the narrator attempts to repair the damage caused by illness and restore normalcy to his/her life. Consider the predominant emotions expressed by the narrator such as anger, fear, love. Consider how the narrator sees himself/herself. Can you identify examples of the narrative types (restitution, chaos, quest) as described by Arthur Frank?

  Compose your own story of illness, either recounting a personal experience or bearing witness to the experience of another person or creating a fictional experience.

  **B. Content and Structure:**
  Your "illness narrative" can be fact, fiction, or a combination of both. It can be written in first-person point of view ("I") or third-person point of view. It can be written in the voice of a patient, caregiver, health care professional, or family member. It can be written chronologically, or as a flashback. It can be written as stream-of-consciousness, in the form of letters or diary entries, as poetry, drama or short story.

  **C. Format:**
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Papers should be **3-6 typed pages, double-spaced, 12 point font.** Please title your narrative, make two copies, one for each facilitator.

### D. Evaluation:

Papers will be evaluated on these criteria:

- **Coherence and Organization:** Is there a logical structure to the narrative? Does the story make sense? Are there concrete details? Is there a distinct point of view? Are characters developed?
- **Mood and Tone:** Does the author convey something meaningful, poignant, believable? Is the reader's attention captured and sustained?
- **Mechanics and Diction:** Are sentences grammatically correct? Are words spelled correctly? Is there proper punctuation? Has the paper been proofread thoroughly?

-Ethics Case Analysis-

### A. General Description:

Each group of 3-4 students (assigned randomly) is required to select a case that demands an extensive discussion of an ethical dilemma. Although the context of health care is recommended, other life situations can serve the purpose of this exercise. Conflicts or themes might include professional/patient/family conflicts; student/teacher conflicts; societal/individual conflicts; professional/professional conflicts; institution/professional conflicts; etc. Each student group must begin this paper with a specific case. Even if one chooses an ethics dilemma that is not directly reflective of a health care issue, it still must begin as a "case." Cases should then raise various and complex issues in ethics. Examples include physician assisted suicide; health care rationing, genetics, animal research; issues in reproductive technologies; truth-telling; confidentiality and technology; poverty; affirmative action; environmental ethics; gender, race, and sexual orientation; etc.

The analysis is a collaborative effort. Group members are encouraged to meet for discussion, to share and divide tasks, and to ensure that the final report is acceptable to every member of the group. The paper should be between **6-10 pages typed, double-spaced, 12 point font.** Each group member will be required to sign the paper, and accept the grade given to the group effort.

### B. Content and Structure:

The following elements are required for a complete and competent analysis. In the syllabus, several examples of ethics case analysis are presented, as well as examples of templates for considering ethics cases. These, along with the following information are intended to help each group complete this assignment.

- **Narrative of the case:** Provide a statement of the case and the ethical dilemma that is represented. The narrative description of the case should include a chronological history, background information, identification and introduction of the moral agents, identification of the beliefs, values, and perspectives that are in conflict.
• **Identification of individuals involved**: Identify those who are involved. Consider the following: Who has vested interests? Whose voices should be heard in order to deliberate and solve the conflict(s)?

• **Clarification of facts**: Clarify all the medical facts and all other relevant facts in the case. Consider the following: What do we know about the medical condition (or other facts necessary for rational argument)? How does what we know or what we don't know influence the deliberation? What additional facts do we need to help deliberate?

• **Description of context**: All ethical dilemmas are particular, unique, rooted in the specifics of a situation. Describe those particulars. Consider the following: Are cultural issues relevant? Are religious perspectives relevant?

• **Identification of options**: Include a discussion of similar relevant examples, "similar cases" that might support or contradict your own position and that might inform the possible choices.

• **Elucidation of principles**: Identify the ethical principles, ethical theories, and the goals of health care (if relevant) that are addressed in the case. Consider the following: How might these considerations help guide you toward a decision? Keep in mind the principle of respect, the assessment of benefits, and the place of fairness or justice in your arguments.

• **Statement of resolution**: Present the resolution with clear justifications based on ethical considerations gleaned from the course, from your discussions of the case, and from your reading and research.

**C. Format:**

• Papers should be **6-10 pages typed, double-spaced, 12 point font**.

• At least **2 articles or other outside sources are required** and should be referenced in the text with page numbers and documented in an attached "works cited."

• Title page should include: title, date, names and signatures of group members.

• Copy and distribute copies for each person in your small group, including copies for your facilitator (s).

**D. Evaluation:**
Papers will be evaluated on these criteria.

• **Clarity and Organization**: Do the authors address each of the required elements of the analysis clearly, specifically, and fully? Is there adequate exploration of the conflicts raised? Is there at least two outside references that speak directly to the issues?

• **Mechanics and Diction**: Are sentences grammatically correct? Are words spelled correctly? Is there proper punctuation? Has the analysis been proofread thoroughly?

• **Legitimacy of arguments and conclusions**: Does the paper deal with the chosen controversy in depth? Is it written in a reflective and deliberative tone and style? Is the paper respectful of complexity, ambiguity, and uncertainties? Are the conclusions supported by the elements in the paper? Does the paper reflect understanding of ethical principles and theories? Does the paper reflect understanding of the difference between "opinions or beliefs" and "justifications or deliberative arguments."

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In the back of the syllabus, you will find a collection of articles, cases and write-ups from various sources including the Hastings Center Review to provide more information on writing a case analysis and examples.

**Self-Assessment and Faculty Meeting:**

The objective of the meeting with your small group facilitator is to assess your communication and critical thinking abilities as they relate to moral decision-making. Use this as an opportunity to assess yourself and seek feedback from your small group faculty. This can be a time to discuss your ethics case as well. The process of becoming a moral decision maker evolves through both intellectual and clinical training, and involves two abilities:

- **Critical thinking:** This skill enables the health professional to recognize the moral dimensions of one's work; differentiate various moral aspects of a problem; determine information that is relevant to a decision; recognize biases and distinguish between "opinions" and "deliberative justifications;" and suspend judgmental thinking during decision-making.

- **Communication, Reflection, and Listening**

These skills involve abilities to:

a) summarize verbal and written messages clearly and concisely; b) present verbal or written messages with logical organization and sequencing; c) give feedback constructively and receive feedback without defensiveness; d) communicate understanding of another person's feelings and thoughts; e) maintain a conversational focus while accommodating another person's need for expression; f) respond appropriately to unexpected and/or entirely new thoughts or experiences; g) accommodate different learning styles; h) collect all necessary information before formulating a moral decision; and i) tolerance for the ambiguity and uncertainty involved in all moral problems.

**Group Discussion of Ethical Case Analysis**

An important characteristic of a health care professional is the ability to communicate orally. When health care professionals are called upon to make oral presentations or to facilitate group discussion, they are expected to demonstrate the necessary skills to present oral materials in a logical and effective manner. With these skills, the facilitation of a meaningful group discussion is enhanced. Since effective communication skills are a highly desired attribute of modem health care professionals, students in the Interdisciplinary Ethics course are expected to demonstrate their speaking skills at a level that shows effective communication. Therefore, each student in the small groups will work collaboratively with two-three peers in that group in facilitating a discussion of their ethical case analysis. Each member of the group should consider the following when preparing for this discussion.

**Content Quality**
- Clarity of ideas

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- Meaningfulness of content
- Accuracy of interpretations of ethical principles
- Accuracy of conclusions

Presentation quality
- Clarity of presentation style
- Eye contact with audience
- Sensitivity to audience's interest
- Sensitivity to audience's level of understanding

Resources:

Medical Ethics, 2nd edition Robert Veatch; Jones and Barle~ Publishers, 1 -97.
Classic Cases in Medical Ethics, Gregory Pence; McGraw-Hill, 1998.
Key reference works are the Encyclopedia of Bioethics and Bibliography of Bioethics. The best known text is Principles of Biomedical Ethics, by Beauchamp and Childress. Copies are in Denison. Other useful sources: Ruth Purtilo, Ethical Dimesions in the Health Professions, and Robert Veatch and Harley Flack, Case Studies in Allied Health Ethics. The major health professions journals routinely publish articles in the field. In addition to those journals, the following journals are devoted largely or exclusively to ethics and health care:
Hastings Center Report -Kennedy Institute of Ethics Journal- Journal of Clinical Ethics
Cambridge Quarterly of Healthcare Ethics -Journal of Medical Ethics -Theoretical Medicine -
Bioethics Quarterly -Social Science and Medicine -The Journal of Law, Medicine and Ethics -
American Journal of Law and Medicine -Journal of Legal Medicine
Journal of Medical Humanities -Literature and Medicine

Websites:

www.bioethics.georgetown.edu
- Database of more than 55,000 bibliographic citations to English-language bioethics literature.

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www.scu.edu/scu/centers/ethics
- Santa Clara University center in bioethics with educational materials
www.endeavor.med.nyy.edu/lit-med/
- New York University database in medical humanities. Extensive materials on novels, poetry, essays, film reviewed for relevance in bioethics and humanities.
www.georgetown.edu/research/nrcbl/
- Bibliography of works selected from the collection of the National Reference Center for Bioethics Literature for persons interested in medical ethics and biomedical research.
www.lmc.gsm.com
- This site offers cases in ethics where visitors can ask questions of consultant experts in the process of decision making.
www.griffin.auhs.edu/dept/medethic
- Cases in medical ethics.
www.UCH.UCHSC.Edu/Ethics
- University of Colorado Hospital Ethics Committee.

By the time of distribution of this syllabus, the Program in Health Care Ethics, Humanities & Law hopes to include a website for your use during the course. We strongly encourage students to create email conversations networks with fellow students in their small group and in their working small group for the ethics case analysis exercise.
Ethics in the Health Professions
Thursdays, 1-3PM – March 9 -May 11
Students and Faculty meet in Denison at 1PM promptly each week before small group activity, unless stated otherwise.

I - MARCH 9: INTRODUCTION
Presentation in Denison: Richard Martinez. Break to small groups around 1:45PM.

II - MARCH 16: RESPECT, BENEFIT, AND FAIRNESS: ETHICAL THEORY, DECISION-MAKING, AND PRINCIPLES
Presentation in Denison: Richard Martinez and Mark Yarborough.
Break to small groups around 1:45PM.

III - MARCH 23: THE GOALS OF HEALTH CARE: BENEFIT vs. COMPETENCY?
Presentation in Denison: Therese Jones, A Staged-Reading of Kurt Vonnegut's "Fortitude."
Break to small groups around 1:45PM.
Film Night: "Whose Life Is It Anyway?" 6:30-9 PM in Denison

IV - MARCH 30: POVERTY: JUSTICE, FAIRNESS, AND COMPASSION
Presentation in Denison: David Hilfiker, MD and Panel Discussion from 1-3PM.
No small groups.

V - APRIL 6: INFORMED CONSENT: SHARED DECISION MAKING AND TRUTH-TELLING
No presentation in Denison. Small groups from 1-3PM.

VI - APRIL 13: THE PATIENT'S EXPERIENCE OF ILLNESS: A MAN WITH NEUROFIBROMATOSIS
Presentation in Denison: Richard Martinez and Film in Denison at 1PM.
Break to small groups around 1:40PM.
Film Night: "The Elephant Man" 6:30-9PM in Denison

VII - APRIL 20: MID-TERM EXAM
Meet in Denison at 1PM. Small groups from 2-3PM.

VIII - APRIL 27: DEATH AND DYING: CULTURAL PERSPECTIVES ON END-OF -LIFE CARE
Presentation in Denison: John Armstrong, M.D. and Richard Martinez, MD. Videotape on "Death and Dying."
Break to small groups around 1:45PM.

IX - MAY 4: GENETICS AND THE FUTURE OF HEALTH CARE
Presentation in Denison: Marilyn Coors. Break to small groups around 1:35PM.
Film Night: "Gattaca" 6:30-9PM in Denison

X - MAY 11: PRESENTATION OF ETHICS CASES
No presentation in Denison. Small groups from 1-3PM.

Week 1 -March 9: Introduction
Class Schedule

A. Course overview in Denison: Richard Martinez, M.D.
C. Videotape.
D. Break to small group meeting rooms.

Small group activities:

1. Introductions. Each student should tell something about their program so the students get to know the training requirements and experience of the other programs.
2. Consider the five cases in your syllabus to help you understand the "filters" or perspectives that both inform and hinder your ability to think about "ethical dilemmas." Do not try to do a thorough analysis of each case, but use each case to briefly comment on your "gut" reaction to the case. Share these reactions in the small group.
3. Discuss each person's system of personal values. How do religious or spiritual backgrounds and beliefs shape individual values? Who or what has inspired you, and helped shape personal values? Consider important mentors? What motivates or inspires you to become a health care professional? What other personal beliefs or values might help or hinder your development as a professional?
4. Discuss ordinary ethical dilemmas (newspaper article in syllabus) vs. ethics as "vision" and 'justice" in Video clips. How do you understand the concept of "ethics?"

Learning objectives for March 9:

1. Learn about health care professions represented in small group.
2. Understand ethical dilemmas as conflicts of values, conflicts of principles. Appreciate that ambiguity, complexity, and uncertainty are present in ethical problems.
3. Understand how one's personal history and background both serve and impede thinking about ethical conflicts. Appreciate the "filter" that you bring to the discussion.
4. Become sensitized to the presence of "emotion" in considering ethical dilemmas.

Reading materials for March 9:
• "Ethical Questions Exist in Everyday Life" from New Orleans Times-Picavune.
• Review Five Cases for Discussion.
• Curriculum summaries for CHA/PA, MD, PharmD, and PT programs.
  Ethics In The Health Professions -R. Martinez -Syllabus
Week 2 -March.16:
Ethical Theory, Decision-Making, and Principles:
Respect, Benefit, and Fairness
Class Schedule

A. Film clips in Denison: Richard Martinez, M.D. and Mark Yarborough, Ph.D.
B. Introduction to Ethical Decision-Making, Ethical theory, and Principles.
C. Break to, small groups.

Small Group Activities:
1. Discuss case study of DS in syllabus and review written material in syllabus. Make sure all points of view or voices are represented by someone in the group in the decision-making process. Practice the deliberative process. Think of your group as an "ethics committee" struggling with the case enclosed in the syllabus. Role play. Each student take on a perspective (voice) of the different individuals involved in the case.
2. Write down ethical principles involved in case. Make sure respect for persons, assessment of benefit, and the theme of fairness are incorporated into the discussion and deliberation. What facts are necessary to help deliberate?
3. Take the last 15 minutes to discuss your process as a group. Are you able to talk, listen, respect the views of others? Is anyone unable to express a viewpoint? Why? In the case discussion, were there points of view excluded? Why?

Learning objectives for March 16:
1. Identify the basic principles and theories of ethical decision-making.
2. Understand and be able to assess the principles of respect for persons (respect for patient autonomy), the assessment of benefits, and the theme of fairness (Justice) as part of the template for analyzing ethics cases.
3. Begin to identify all the elements necessary for a template in ethical decision-making as outlined in the syllabus and in summary document, "Introduction to Ethical Decision-Making."

Reading materials due March 16:
• Case study of DS, 87 y.o. woman and Case of "Benefits and Physical Therapy."
• Summary of Ethical Principles and Theories and "Introduction to Ethical Decision-Making," summary document, pp. 1-12 in syllabus.
• "Clinical Ethics: History, Content, and Resources," Fletcher, Miller, & Spencer, 3-20.
• The following "elective readings" may be useful for preparing case analysis. These can be found at end of syllabus: 1) "Clinical Pragmatism: A Case Method of Moral Problem Solving," Miller, Fletcher, and Fins, pp. 21-38. 2) "Ethics and Morality" pp. 1-9.3) Beauchamp and Childress, Principles of Biomedical Ethics, pp. 3-13,37-40.4) "The Five-Step Process of Ethical Decision-Making." 5) Sections from Encyclopedia of Bioethics, on "Ethics," pp. 720-726, and "Normative Ethical Theories," pp. 736-747.
Week 3 -March 23:
The Goals of Health Care: What is Benefit?
Class Schedule

A. Goals of Health Care in Denison: Richard Martinez, M.D. and Therese Jones, Ph.D.
B. Presentation of Kurt Vonnegut's "Fortitude."
C. Break to small groups.
D. FILM NIGHT: "Whose Life Is It Anyway?" 6:30-9PM Denison

Small group activities:
1. Review Hastings Center article and Fox's article on "curative model of health care."
2. Discuss play, focus on how it clarifies or confuses the "goals of health care" as presented in Hastings Center article.
3. Consider other "goals" not mentioned in the article, nor dramatized in the play. Discuss case of "Killing and Letting Die." How do "goals of health care" help you resolve this case? What principles and theory from previous week come into play in your discussion?
4. Look at ad for cosmetic surgery. How does one reconcile this with "goals of health care" or "suffering?"
5. Do these goals apply to all health care professionals? How does the pharmacist or physical therapist incorporate these goals into daily practice?

Learning Objectives for March 23:
1. Understand the goals of health care.
2. Be able to identify ethical problems created by technology.
3. Understand the core value of respecting the patient's wishes (respect for autonomy).
4. Understand how what is technologically effective is not necessarily beneficial to the patient. A competent health care professional is not automatically a respectful or virtuous professional.
5. To experience theater as a method of exploring ethical issues.
6. Appreciate the critique of the "curative model of health care."

Reading materials due for March 23:

- Guiding Questions for Discussion of "Fortitude." (Copy of play is in elective reading.)
- Case of "Killing and Letting Die."
- Ad for cosmetic surgery.
- Elective Reading: Eric Cassell's article on "The Nature of Suffering."

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Week 4 -March 30:
Poverty: Justice, Fairness, and Compassion
Class Schedule

A. Presentation in Denison: David Hilfiker, M.D. and Panel
B. No small groups

Learning Objectives for March 30:

• Understand ethical issues relevant to discussion of poverty.
• Understand difference between justice as fairness and justice as compassion.
• Distinguish between utilitarian and communitarian perspectives in discussion of poverty.
• Understand professional ideals, supererogation, and moral virtues.
• Understand and appreciate tension between professional role as patient advocate vs. professional role as steward of society's resources.

Large Group Activity for March 30:

1. Students and faculty are encouraged to ask questions to panel members.
2. Although no small group today, students are expected to complete reading assignments and be prepared to address these issues in mid-term exam.

Reading Materials Due for March 30:

• Excerpt from David Hilfiker's Not All Of Us Are Saints, "A Doctor's Journey."
• Anton Chekhov's "Misery."
• "Individualism and Communitarianism in the Ethics of Health Promotion: The Search for a Yin- Yang/Dialectical Model," Nie and Smith.
Week 5 - April 6:
Informed Consent: Shared Decision-Making and Truth-telling
Class Schedule

A. Small groups only from 1-3PM.

Small Group Activities for April 6:

1. Review articles and cases in syllabus.
2. Role play several scenarios based on cases of this week. Have students in group assume various points of view or voices in these scenarios.

Learning objectives for April 6:

1. Understand informed consent as "conversation" in the professional/patient relationship.
2. Identify factors in the patient/health professional relationship which both facilitate and hinder conversing, listening, mutual understanding and arriving at useful treatment plans.
3. Become familiar with the legal and ethical foundations of informed consent, and know the essential elements of informed consent.
4. Know the exceptions to the informed consent doctrine.
5. Appreciate the complexity of "truth-telling" and "honesty" in the professional-patient relationship and know the exceptions to the requirement for Informed Consent.

Reading materials due for April 6:

- Case of "Rena Truman," "Letter of Request for a Placebo," "Adoption and Truth-telling," and "When the Family Wishes to Withhold Information."
- Review cases and discuss informed consent, honesty, and truth-telling in each of these cases.
- Definition of "informed consent" from AMA code of ethics.
- "Confidentiality" and "Conditions Required for Breaching Patient Confidentiality."
- Elective readings at back of syllabus, "Legal and Ethical Myths about Informed Consent," Meisel and Kuczewski.
Week 6-April 13:
The Patient's Experience of Illness: A Man with Neurofibromatosis
Class Schedule

A. Presentation in Denison: Richard Martinez, MD
B. Videotape "Illness As Experience"
C. Break to small groups.

D. Film Night: "The Elephant Man" Denison, 6:30-9PM.

Small group activities:

1. Review the Arthur Kleinman writing. What do you think about the health care professionals role in validating, affirming, and witnessing? Agree, disagree?
2. Read personal illness narratives in small group. Bring copies for faculty facilitators.

Learning objectives for April 13:

1. Understand the concepts of disease, illness, sickness.
2. Define role of health care professionals in assisting patients in determining "meaning" of illness experience.
3. Distinguish between the biomedical model of disease and the cultural experience of illness.
5. Examine the way in which various perspectives and diverse points of view are communicated in the literature of illness writings and readings.
6. Comprehend the power of selecting and organizing details and to understand the viewpoint of another person through the creation of an illness narrative.

Reading materials due April 13:

- "The What and Why of Illness Narratives" by Therese Jones, PhD.
- "Snapshots of Grace," Safiya Henderson-Homes
- "Doctor, Talk to Me," Anatole Broyard
- "Everything You Do Is Wrong," David Feinberg
- "I Want To Know Why," Sue S. Elkind
Week 7 - April 20:
Mid-Term Exam
Class Schedule

A. Mid-term exam in Denison.
B. Break to small groups from 2-3PM. Review exam and continue reading illness narratives.

Small group activities for April 20:

1. Review exam with small group faculty facilitators.
2. Review principles, theory, goals of health care, illness experience, and other aspects of ethics.
3. Continue reading Illness Narratives.

Learning objectives for April 20:

1. Leave small group with firm understanding of ethical principles, especially place of respect, benefit, and fairness in all health care ethics deliberations.
2. Complete Illness Narratives.
**Week 8 - April 27**  
*Death and Dying: Cultural Perspectives on End-of-Life Decisions*

**Class Schedule**

A. Presentation in Denison: John Armstrong, MD and Richard Martinez, MD  
B. Videotape on "Death, The Journey of a Lifetime," in Denison Auditorium at 1PM  
C. Break to small groups

**Small group activities:**

1. Review articles by Marjorie Kagawa-Singer and FICA tool.  
2. Review Cassell's article on "suffering."  
3. Take time to share individual experiences -both personal and pro(essional- with death and dying.  
4. Return to cases presented on first day of class in syllabus. How do you know look at these cases compared to your first day of class. Look closely at the cultural and religious dynamics in each case.  
5. Look back at the play "Fortitude." How do you now understand competence and benefit?

**Learning objectives for April 27:**

1. Appreciate the western tradition of "right to refuse medical treatment," western views about death and dying, and the health professional's obligations to informed consent. Appreciate cultural challenges to these concepts and approaches.  
2. Understand the core aspects in assessing a patient's capacity for decision-making.  
3. Appreciate the importance of balancing technical competence with humanistic care in treatments involving end-of-life care.

**Reading materials due on April 27:**

- Case Summaries in syllabus.
- "Taking a Spiritual History: FICA," and support documents.  
- "Mindful Practice," Epstein.  
- Review 2 page outline on "Competence and Decision-Making Capacity."

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*Ethics in The Health Professions - R. Martinez - Syllabus*
Week 9 - May 4
Genetics and the Future of Health Care
Class Schedule

A. Presentation in Denison by Marilyn Coors, PhD
B. Break to small groups.

C. Film Night: "Gattaca" Denison, 6:30-9PM

Small group activities for May 4:

1. Use case studies to discuss the ethical issues generated by the genetics revolution.
2. Review the summary statement prepared by Dr. Coors.
3. Review articles. Discuss how the approach to ethics and decision-making in this class helps and fails in addressing the new ethical problems presented by the genetics revolution.
4. How do you understand personhood? How do you understand the ethical issues of genetic therapeutics vs. genetic enhancement technologies?
5. Ethics case analysis is due. Each group must distribute copies to all members of small group and faculty co-facilitators.

Learning objectives for May 4:

1. Understand broadly the ethical issues generated by the genetic revolution.
2. Understand the distinction between therapeutic and enhancement technologies and the ethical implications of each.
3. Become familiar with the present capabilities of human genetics and appreciate what could be possible in the future.
4. Apply ethical principles and theory to the cases on human medical genetics in syllabus.
5. Appreciate how the "goals of health care" and ethical principles learned in this course are challenged by the genetics revolution. How do you think of benefit, justice, autonomy, and the "goals of health care" in these new circumstances? How do you understand suffering, illness, and the "fundamental purposes of health care" in the context of new genetics?

Reading Materials due for May 4:

- "A Cure That May Cost Us Ourselves" from Newsweek.
- Case studies.
- Summary of "Bioethical Issues Generated by the Genetic Revolution" prepared by Dr. Coors.
- Elective Reading: "Shattuck Lecture -Medical and Societal Consequences of the Human Genome Project," NEJM.
  Ethics In The Health Professions -R. Martinez -Syllabus
Week 10 - May 11
Presentation of Ethics Cases
Class Schedule

A. Report to small group from 1-3PM for oral presentations of ethics cases.
B. Course evaluations to be completed.

Small group activities for May 11:

1. Each ethics case group should present 15-20 minute summary of ethics case analysis.
2. Evaluation of course and instructors. Feedback.

Reading materials due for May 11:

Students and faculty should read and evaluate all ethics case analyses before small group today!
Elective Reading Materials:
Includes Historical, Fictional, and Actual Ethics Cases

- Use these materials for small group discussion when appropriate, but mainly these are included to stimulate thoughts and organization of your own ethics case write-up and oral presentation.
- The group of articles on ethics and decision-making are particularly helpful for those who wish to better understand theory and concepts.

Additional Articles and Chapters:

5) "Ethics" from Encyclopedia of Bioethics. pp. 720-726.
7) "Fortitude" by Kurt Vonnegut.
9) "Legal and Ethical Myths About Informed Consent," Meisel and Kuczewski.
12) "Multicultural Considerations in the Use of Advance Directives," Ersek, et.al.
13) "Shattuck Lecture -Medical and Societal Consequences of the Human Genome Project," NEJM

Cases:

1) "In the Care of a Nurse"
2) "Mistrust, Racism, and End-of-Life Treatment"
3) "The Second-Hand Suicide Threat"
4) "Don't I Count"
5) "When the Doctor and Minister Disagree"
6) "Case Study -Dr. G"
7) "Three Cases Illustrating Autonomy Enhancing Informed Consent"
8) "PT and Addiction Case"
9) "John and Susan's Dilemma" Genetics Case
10) Historical Cases from Principles of Biomedical Ethics. 4th Edition
11) Health Professional Cases

Newspaper Clippings:
Ethics In The Health Professions -R. Martinez -Syllabus