

INTD 1005 ON BECOMING A DOCTOR: PRACTICING CLINICAL ETHICS & PROFESSIONALISM

MS I 2010-2011
Fall Syllabus



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CENTER DESCRIPTION

The Center for Medical Humanities & Ethics (CMHE) has developed a unique program that will make a significant difference in the quality of medical education in the United States. The program embraces a clinically focused curriculum and encourages service-based learning in clinics around San Antonio, in the *colonias* of Laredo and Corpus Christi and in missions abroad, where medical students experience medicine as it is practiced in resource-poor environments.

The Center works to assure that students are knowledgeable about the principles of medical ethics related to their professional activities. They are expected to be able to identify, analyze and resolve moral conflicts that arise in the care of a patient. By incorporating stories, poems, and essays into the ethics and professionalism curriculum, the Center uses literature to heighten students' sensitivity to the patient's experience and preserve their innate empathy.

Every graduate should have the background to provide empathic, competent, culturally and spiritually sensitive patient care with the highest standards of ethics and professionalism.

Our enduring emphasis will be on community service learning as the bridge between ethics education and the development of empathy and humanitarian values in the health care providers we train.

CMHE DIRECTOR

Ruth E. Berggren, MD, Associate Professor & Marvin Forland, MD, Distinguished Professor in Medical Ethics

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WHY STUDY ETHICS & PROFESSIONALISM?

Ethics is not the law. Ethics is more than just learning a bunch of theories written by dead people. Ethics is about learning how to learn, about developing the skills to think critically and argue logically to support your perspective. Ethics is about knowing and developing the self to become not only a better person but also to become an engaged and aware citizen of the world. Ethics is about good practice and building a strong professional character through habit. Ethics helps you to open your mind, to look at the world with a new skeptical eye, and to engage in reasoned debate rather than be swayed by emotional rhetoric. Ethics is not just about the ideas but also about the practice. According to Aristotle, to be ethical, you have to act ethically.

A professional is a member of a guild that has a state-sanctioned monopoly on an area of service and knowledge, requires advance training and education, is geared toward serving humanity rather than making a profit, controls entry into the practice, and is responsible for governing itself. Once a person has mastered ethical and legal understanding, communication skills, and clinical competence, she must also practice the values of excellence, humanitarianism, accountability, and altruism in order to attain true professionalism.

In medicine, ethics is about professional practice. Ethics helps one to understand one's own values and biases and to develop a professional character consistent with making ethics a habit.

To get and maintain a medical license, the Texas Medical Board (TMB) requires that physicians have “Good Professional Character” (Law 164.051-053) , defined as:

- Competency
- No disciplinary actions
- No non-therapeutic prescribing of drugs
- No felonies or misdemeanors of moral turpitude
- No malpractice claims
- No false or misleading statements in public records (official documents, advertising, insurance claims, etc.)
- No alcoholism, substance abuse, mental or physical health problems

Each time you apply for a Texas Medical license or renew it, you are asked questions dealing with these areas. Any “Yes” responses require additional explanation and documentation. A “yes” does not mean you will lose your license, it means more investigation is needed.

There are 70,000 licensed doctors in Texas. In FY2009, there were 6,968 complaints against them. Complaints are filed by

- Insurance companies – 1%
- Law enforcement – 1%
- Anonymous – 2%
- Consumers – 2%
- Health Professionals – 9%
- Patients – 43%
- Friends and Families of patients – 27%
- TMB – 13%

The bases of complaints fall into 4 categories:

- Standard of care issues – 72%
- All others – 20%
- Unprofessional conduct – 12%
- Impairment – 3%

As part of your biannual license renewal, you must obtain 48 credits of Continuing Medical Education (CME), including 2 credit of Ethics/Professional Responsibility.

ON BECOMING A DOCTOR: PRACTICING CLINICAL ETHICS & PROFESSIONALISM

COURSE DIRECTOR

Craig M. Klugman, PhD, Stuart and Marianne Reuter Professor, Assistant Director for Ethics Education. 567-1365; Klugman@uthscsa.edu

COURSE DESCRIPTION

This course aims to help students understand ethical dilemmas they will face in their professional lives. The class uses a combination of didactic lecture and small group discussion to explore issues that deal with the challenges physicians face in practice and in training.

OBJECTIVES

1. To identify and define the concepts that govern ethical decision-making
2. Apply ethical concepts to medical dilemmas
3. Understand the concept of human dignity
4. Understand the idea of compassionate care

TEXTBOOKS

Lo, B (2009). Resolving Ethical Dilemmas: A Guide for Clinicians. New York: Lippincott Williams & Wilkins

Reynolds R, Stone J, Nixon LL, War D (2001). On Doctoring: Stories, Poems, Essays. Third edition. New York: Simon & Schuster.

NOTE: YOU WILL BE USING THESE BOOKS IN CMHE COURSES THROUGHOUT YOUR FOUR YEARS AT UT HEALTH SCIENCE CENTER SAN ANTONIO. PLEASE MAKE SURE YOU KEEP THEM THROUGH YOUR ENTIRE TIME HERE.

COURSE SCHEDULE

On most class days,

- The first 50 minutes of each session will be a large group meeting. Please arrive on time as we have a lot of material to cover in a short time.
- Ten minutes are provided to move from the large group lecture hall to the small group meeting rooms
- The second 50 minutes of each session will be a small discussion group meeting with a course facilitator. Small groups will meet in their assigned rooms.

General Policies

- No late assignments will be accepted unless you have made previous arrangements with the course director and your small group facilitator(s).
- Grades for this class are considered final. If you have a concern regarding a grade on any assignment, you should bring copies of the assignment in question to the Course Director along with a written list of your concerns. The Course Director will then have 10 days to respond to your complaint.
- Small group facilitators are asked to return graded assignments to students within 10 days of their receipt. This is not a guarantee just a request.
- You should not ask small group facilitators for final course grades. You can contact the Center for Medical Humanities & Ethics' office in the event that you do not receive your grades through the School.
- Practicing Clinical Ethics & Professionalism is 25 percent of your grade for the first-year On Becoming A Doctor Course.

Attendance & Participation

Attendance is more than just showing up. Participation is more than just talking, it also means actively listening to others and being open-minded to new ideas and perspectives. We seek to create a safe space for debate. This means that all points-of-view are welcome. Ideas will be examined on their own merit. Conversations are congenial, cordial and friendly while also being academically rigorous. A person's ideas or thoughts are just that and are not judgments upon who that individual is. That means that a criticism of an idea is not a personal attack. This class space is an inviting space where ideas are discussed, debated, and criticized.

Attendance in all class sessions is mandatory. To be counted as having attended a class, you must sign in at both large group and small group sessions. Large group attendance (6 sessions) is worth 4 points and small group attendance (6 sessions) is worth an additional 4 points.

1. You must sign in to be counted as present. If you forget to sign in, you must contact us and provide acceptable proof that you were present within 24 hours of the class meeting.
2. Signing in for someone else is a violation of academic integrity and will result in an automatic zero for the course.
3. If you are unable to attend a class session, please contact The Office of Student Affairs (567-4429) to submit an “excused absence” to the director. Contacting the Course Director or small group facilitator alone is not sufficient.
 - a. There are no unexcused absences from this course.
 - b. Students who do not attend a class session and do not get an “excused absence” from The Office of Student Affairs will receive a zero for all activities of that day and for all assignments due that day.
 - c. An “excused absence” does not excuse students from the work covered in that course session. To make up an “excused absence,” students must view a podcast of the large group session and write a three-page essay discussing the lecture topic and readings. Students must view the podcast and submit their essays to the Center for Medical Humanities & Ethics (humanities@uthscsa.edu) within one week (seven calendar days) of the video availability to receive points for the excused absence. All make-ups must be completed within one week of the end of the course.
 - i. Only up to 2 class sessions can be made up. Any sessions over that amount and the student will fail the course.

Students may be graded on the following scale for small group participation points:

- 4 points = Student attends class and arrives on time. Student appears to have done session reading. Student participates actively in discussion.
- 3 points = Student attends class but may arrive late. Student appears to have done session reading. Student participates somewhat in discussion.
- 2 points = Student attends class but arrives late. Student appears to not have done reading. Student makes one or two statements in discussion.
- 1 points = Student attends some of class session. Student appears to not have done reading. Student does not participate in discussion.
- 0 points = Student did not attend session.

Readings

You are expected to complete readings assigned for a class meeting before that session meets. These readings will be discussed in the small group discussions. (Part of Attendance & Participation)

Grading

Although this is a longitudinal course, you will only receive a single course grade and that will be at the end of the academic year.

You must earn at least 80 points to pass this course. Even though PCEP is only one-third of OBD, a student must pass each of the three sections (PCEP, CAP, Human Behavior) to pass the entire OBD course

Fall Session Grading Sheet

Category/Date	August 11		September 15		October 19	
	Potential	Earned	Potential	Earned	Potential	Earned
Small group participation	4		4		4	
Illness narrative			10			
Poem					3	

Grade Components

Category	Potential Points	Earned Points
Attendance-lecture	24 (4 pts x 6 sessions)	
Attendance-small group	24 (4pts x 6 sessions)	
Quizzes	18 (3 pts x 6 quizzes)	
Values Inventory	3	
Illness Narrative	10	
Poem	3	
Code of Ethics (spring)	5	
Case Presentation (spring)	13	
SUBTOTAL	100	
Extra Credit	10 (2 pts x 5 events)	
TOTAL	100 (110 possible points but no more than 100 can be reported)	

Extra Credit

You will be able to receive extra credit by attending CMHE sponsored events over the year. To receive credit at an event, students must sign in at the event. No credit will be given if a student does not sign in. You can earn 2 points for each even attended and there is a maximum of 10 extra credit points. Although this means there is a possibility of 110 points for the course, no student can have more than 100 points reported for their final grade.

COURSE SCHEDULE

DATE/TIME	TOPIC	READING DUE	ASSIGNMENT DUE
August 2 (8-10 am) • <i>Lecture only</i>	Ethics in Medicine	None	None
August 11 (10am-noon) • <i>Small group only</i>	Narrative Medicine	<ul style="list-style-type: none"> Lo, "Resolving Ethical Dilemmas," pp. 3-17; 31-64; Abraham Verghese, "Excerpt from MY OWN COUNTRY" (in <i>On Doctoring</i>, pp. 360-367). 	<ul style="list-style-type: none"> <u>Blackboard Quiz</u> Ethical & Professional Values Inventory
September 15 (10am-12)	Research Ethics & Informed Consent	<ul style="list-style-type: none"> Lo, "Resolving Ethical Dilemmas," pp.18-30; 203-208; William Carlos Williams, "Use of Force" (in <i>On Doctoring</i>, pp. 73-76); <u>Tuskegee Timeline</u> <u>Belmont Report</u>; <u>Nuremburg Code</u> 	<ul style="list-style-type: none"> <u>Blackboard Quiz</u> Illness Narrative
September 15 (5pm) • <i>Optional-2 pts extra credit</i>	U.S. Syphilis Study Film	None	None
October 19 (10-noon)	Beginning of Life	<ul style="list-style-type: none"> Lo, "Resolving Ethical Dilemmas," pp. 285-291; Josephine Miles, "Conception" (in <i>On Doctoring</i>, pp. 138-139). 	<ul style="list-style-type: none"> <u>Blackboard Quiz</u> Poem
February 18 (9am-noon)	Caring for Patients	TBA	TBA
March 25 (8am-noon)	End of Life Issues	TBA	TBA
April 21 (8am-noon)	Professional Relationships	TBA	TBA

Underlined documents are available via Blackboard

ASSIGNMENTS

(Information on all assignments and links are available in Blackboard)

1. Blackboard Quizzes
 - a. Between each class meeting, students are expected to complete a course quiz. Each quiz will consist of three questions.
 - b. You should log onto Blackboard to complete the quiz.
 - c. The first two quizzes will be graded on completion (did you take the quiz). All other quizzes will be graded on choosing the correct answer.
 - d. 3 points each (24 overall).

2. Ethical & Professional Values Inventory (3 points)
 - a. Students should complete this brief self-assessment. The assessment can be found on the SurveyMonkey website. You can reach the survey by typing the following address into your web browser:
<http://www.surveymonkey.com/s/obd1inventory2010>, or find the link on Blackboard.
 - b. 3 points

3. Illness Narrative
 - a. You are expected to compose and submit an experience of illness (or injury) in a narrative format. You may either write about your own personal experience of illness/injury, or as a witness to someone else's experience. Writing the latter requires that you interview the individual about whom you will be writing (make sure you receive the person's consent to use his/her story for a school project. Also, make sure that you change names to preserve confidentiality).
 - b. You may use either first-person or third-person perspective. You may write the first part of this assignment as a case study, an interview, series of letters, a play, a poem, diary entries, or another method of written expression. You should feel free to be creative. Your illness narrative should be 1000 to 1200 words.
 - c. In addition to the narrative, you must include 500 to 800 words that analyze the narrative. What are the key ethical issues in this story? What was the patient's experience with medicine (if any)? How did the illness change the patient or his/her perspectives? What did the patient feel caused the illness? What did the patient feel were appropriate treatments? What was the patient's view on the trajectory of the illness?
 - d. The paper should be 1500 to 2000 words (which comes to approximately 4 to 6 pages), double-spaced, 12-point font. You can find examples of previous excellent papers on Blackboard.
 - e. Facilitators will use the following grading rubric when assigning points for this assignment:

GRADE	CRITERIA
10	<ul style="list-style-type: none"> Well written with outstanding grammar, spelling, organization & style Outstanding narrative with creativity, insight, and compassion Outstanding analysis that identifies the ethical issues, examines how the patient's experience changed them, and discusses the patients view
8	<ul style="list-style-type: none"> Written with strong grammar, spelling, organization & style Strong narrative with creativity, insight, and compassion Strong analysis that identifies the ethical issues, examines how the patient's experience changed them, and discusses the patients view
6	<ul style="list-style-type: none"> Written with good grammar, spelling, organization or style Good (average) narrative with some insight and compassion Good (average) analysis that identifies the ethical issues, examines how the patient's experience changed them, or discusses the patients view
4	<ul style="list-style-type: none"> Written with fair grammar, spelling, organization or style Fair narrative with some insight Fair analysis that identifies the ethical issues, examines how the patient's experience changed them, or discusses the patients view
2	<ul style="list-style-type: none"> Written with poor grammar, spelling, organization & style Poor narrative Poor analysis
0	<ul style="list-style-type: none"> Student did not fulfill the requirements of the assignment

Students may also be given in-between grades (9,7,5,3,1) if the facilitator feel sthat the student's work falls between two grade groups here.

f. 10 points

4. Poem

- Students are expected to write a poem in any style or format on a topic that deals with an ethical issue at the beginning of life.
- 3 points

ACADEMIC INTEGRITY

This course assumes that students will maintain the highest standards of honesty and integrity in their work. After all, this is an ethics class.

UT System rules require that any student who commits an act of scholastic dishonesty is subject to discipline. “Scholastic integrity includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (The University of Texas System, “Rules and Regulations of the Board of Regents,” Rule 50101., p. 1).

Plagiarism is stealing the words, thoughts, ideas, organization, or data of another person without giving proper credit. Plagiarism includes taking ideas, copying words without quote marks and citations, claiming credit for work that is not your own, paraphrasing without giving credit, and using facts, statistics, graphics, etc. that is not common knowledge without giving credit and, where appropriate, quotation marks.

An assignment that has been plagiarized (in one sentence, in part, or in whole) will receive a grade of F (0) for the assignment. In addition, the case will be referred to the Dean's office as per Board of Regents rules.

PRINCIPLES & VIRTUES IN MEDICINE

