Institute for the Medical Humanities  
MEHU 6382 Clinical Ethics Practicum  
Contact Hours: 7 per week (6 Clinical, 1 Discussion)

Course Director:  
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COURSE OBJECTIVES  
This course provides an opportunity for students to design a program in which they may learn about the culture of clinical medicine by engaging in health care encounters and relationships that typify medical practice. Students will be introduced to basic concepts of clinical ethics through observation of the patient-doctor relationship in various practice sites. They will develop and evaluate their knowledge and skills in clinical ethics. Further, it is intended to provide a context for the integration of theory and practice. Given the professional backgrounds and personal goals of the students, individuals may choose to focus on different areas. Students will develop specific goals and a list of additional readings and provide them to the instructor by the second week of the course. Detailed planning at an individual level will be negotiated between the student and supervisor.

Following full participation in this course, a student should be able to:

1. Develop an awareness, understanding and appreciation of the day-to-day workings of the complex health care environment in which ethical decisions are made.

2. Observe and critically assess the pragmatic, legal, social and other constraints on ethical decision-making and practice in the clinical setting.

3. Observe and critically assess inter- and intra-professional roles and working relationships and the mores and objectives of the institution.

4. Demonstrate ability to identify and critically assess ethical issues as they arise in the clinical setting.

5. Demonstrate practical skills including interacting appropriately with various health professionals and patients qua health care ethicist, appropriate communication skills in clinical settings (participation in case conferences, bedside teaching rounds), and teaching skills in clinical settings.

COURSE REQUIREMENTS

1. Attendance at and participation in all clinical experiences unless instructor is notified prior to session. Submit short narrative of your clinical experience to Dr. Farroni prior to your weekly meeting. This narrative should focus on the 5 course objectives above.
2. To evaluate how well the student has met the learning objectives discussed above, students will be assessed through one or more of the following models. The method of evaluation to be utilized will be flexible and negotiable.
   a. A teaching session, e.g. Nursing Ethics Seminar, Institutional Ethics Committee or other venues
   b. Ethics Committee/Department/Working Group Involvement: a written report of the selected project or policy development or a completed annotated bibliography
   c. A 15 to 20-page paper on a selected topic or observed case presentation.
   d. A log of the student's experiences, with reflections and critique. Record of what the student does, and their thoughts and reflections about what they're doing, how they might do it differently next time, what they have learned from their experiences, etc.

REQUIRED READINGS
Selected readings on Ethics Teaching, Ethics Committees, Ethics Consultation, and Texas Advance Directives will be provided to each student on Blackboard. These articles are intended to provide the student with an introduction to varied aspects of the clinical ethics role within a clinical and/or academic setting. In addition, student and instructor will agree upon additional readings based on student's goals and objectives. These additional readings may expand on a specific aspect of clinical ethics, medical practice, or a clinical issue of interest to the student.

Ethics Consultation


Scofield GR. "What is Medical Ethics Consultation?" The Journal of Law, Medicine, and Ethics, 36:1 (Spring 2008) pp 95-118.


Evaluating; Ethics Consultation


Ethics Committees
Aulisio MP, Arnold RM & Younger SJ. "Role of the Ethics Committee: Helping to Address Value conflicts or Uncertainties" The American College of Chest Physicians, 134:2 (August 2008).


Teaching Ethics


Texas Advance Directives Legislation


ACADEMIC ADVISING
The instructors are available to each student who may have individual questions or concerns. Meeting times can be arranged.

SCHEDULE
Clinical experiences include rounding with various clinical teams and attending family meetings and consultations as they arise. It is the expectation that students will complete 90 hours of clinical or other similar experiences throughout the term. Students are responsible for tracking their clinical time.

- Students must meet weekly with Dr. Farroni for a Debrief session. These sessions will be held once a week in the Administration Building, Room 2.206J (Time to be arranged with student)

- The Institutional Ethics Committee generally meets once a month. In the John Sealy Annex, 7.136. Plan to attend at least one meeting.

- Nursing Ethics Seminars are held the second Wednesday of each month. You should attend at
least one session.

- Other clinical experiences and opportunities will be available according to individual needs and goals, e.g. attending patient care meetings, ethics consultations, ethics-related participation in other courses, shadowing other health care professionals, etc.

Current rounding schedule includes:

<table>
<thead>
<tr>
<th>Rounds</th>
<th>Time</th>
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<tbody>
<tr>
<td>Surgical Intensive Care Unit (SICU)</td>
<td>Mondays 9am</td>
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<tr>
<td>SICU Interdisciplinary Meeting</td>
<td>Mondays 10:30am</td>
</tr>
<tr>
<td>Medical Intensive Care Unit (MICU)</td>
<td>Tuesdays 8:30am</td>
</tr>
<tr>
<td>Complex Care: MICU</td>
<td>Tuesdays 2pm</td>
</tr>
<tr>
<td>Palliative Care Patient Conference</td>
<td>Wednesdays 9:30am</td>
</tr>
<tr>
<td>Complex Care: NICU</td>
<td>Wednesdays 1pm</td>
</tr>
<tr>
<td>Infant Special Care Unit</td>
<td>Thursdays 9:30am</td>
</tr>
<tr>
<td>Complex Care: SICU</td>
<td>Thursdays 2pm</td>
</tr>
</tbody>
</table>

*Rounding schedule is subject to change; rounding duration is dependent on the attending physician and census size.*

POLICIES

Grading Criteria

The course is graded on a scale from A to F.

Components of Final Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Clinical Experience Participation</td>
<td>45%</td>
</tr>
<tr>
<td>Discussion of Readings</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Appealing a Grade

Any appeals for grading changes must be submitted to the instructors responsible for the writing and grading of the question within 5 business days after the return of the graded assessment to the student. The instructors must report any grade changes to the course director.

Course Evaluations

End-of-course evaluations are required for all GSBS courses that are graded A-F. The GSBS Executive Committee voted in July and August 2007 to reaffirm this policy, which is required for accreditation by the Southern Association of Colleges and Schools (SACS). Students are required to complete evaluations in any course graded A-F in order to receive a grade in the course. If a completed evaluation form is not received from a student, an Incomplete (I) grade will be reported to the Office of Enrollment Services. If the course evaluation is not completed within thirty days, the grade of “F” automatically converts to a grade of F (failure in the course). The evaluations are anonymous and are available to the course director and instructor(s) only after grades have been assigned.
**Late Papers**

Late papers will not be accepted unless students have contacted the instructor in advance of the deadline day, formally requested an extension, and thoroughly explained the need for such an extension. Such requests may be approved at the instructor's discretion depending upon extenuating circumstances. In the interest of fairness and equity, grades on late papers may be lowered depending upon the circumstances and length of the extension.

**Absence Policy**

If a student must be absent from class for any reason, the student must notify the instructor as soon as the student is aware of the need to be absent, preferably before the class meeting time. Because the course depends heavily on participation, absence from more than two class meetings may result in a letter grade reduction, depending on the circumstances.

**Honor Pledge**

Students are expected to do their own work and to comply fully with the UTMB Honor Code and be able to sign the Honor Pledge at the end of all their papers:

> “On my honor, as a member of the UTMB community, I pledge to act with integrity, compassion and respect in all my academic and professional endeavors.”

Link to full Honor Pledge statement and access the *Institutional Handbook of Policies and Procedures (IHOP)*, Section 7.1.3. *Student Conduct and Discipline*:

http://www.utmb.edu/studentservices/honorpledge.asp.