**Ethics Seminar: Considerations in patients/clients with terminal conditions**

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| **\*\*\*Note: This is an activity that is part of a Professional Topics course that uses a blended format (half online, half face-to-face.) The course is 5 credit hours, with 3 hours of in-class contact time and heavy out-of-class workload.** | |
| **Daily Objectives:**   1. Identify the students’ own values and beliefs around death and dying and current comfort with the topic  2. Review ethical principles of deontology, utilitarianism, virtue ethics and ethics of care  3. Describe the developmental stages health professionals go through as they mature and learn to cope with the anxiety of caring for patients who are at the end of their lives.  4. Apply principles and theories of professional ethics to end-of-life decisions.  5. Practice using therapeutic presence when communicating with patients who are dying and their families.  6. Plan for physical therapy interactions involving patients with terminal illnesses, specifically, how to communicate with patients and their families about appropriate plans of care. | **Overall Course Outcome(s):**  1.  Demonstrate effective therapeutic communication about sensitive issues such as, substance abuse, terminal illness, and sexuality.  2. Use the principles of professional ethics and law to respond to the moral, ethical and legal issues presented by a patient/client and the potential consequences of clinical decisions. |
| **Online**   * Read Ch 18 in *Patient Practitioner Interaction* 6th Ed by C. Davis & G. Musolino. “Communicating with People who are Dying and Their Families.” * Complete Exercise 1: Personal Death History at the end of the chapter * Compose an Anonymous Blog post in the Learning Management System (Blackboard), address the following questions:   -What insights came to you as you reviewed your answers on the Personal Death History?  -What do these answers have to do with your current ideas about death?  - What do you believe will happen when you die?  -What are your preferences surrounding your death? (quickly, without warning? with time to say goodbye? what would you like done when you die?)  - As a health professional, what is the best thing you can do for your dying patients and their families?   * Read Ch 13 in *Ethical Dimensions in the Health Professions* 6th Ed by R. Purtilo and R. Doherty. “Ethical Issues in End-of-Life Care. * Read *Letting Go* by Atul Gawande (OR excerpt from “The Death of Ivan Ilyich” by Leo Tolstoy, sections IV -VII) * Read “Death and Dignity: Dr. Timothy Quill’s letter to the *New England Journal of Medicine”* * Complete an online Self-Assessment in the Learning Management System (Blackboard) to check for understanding. This is an ungraded, open book quiz created by the instructor.   **In class**   * Facilitated discussion by philosophy professor at our institution who is also a bioethics committee member at one of the major hospital systems in our area   - How are ethical theories and principles really used?  \* not intended to be used for deliberation  \* better used for reflection on why made the choice we did  - Discuss take-aways from readings  \* “living” or quality of life has a different meaning to everyone  \* how do you give someone a good death?  \* talks students through scenarios in which each choice has a negative consequence (e.g. violating a patient’s trust in order to share medical information in the interest of safety OR keep the information confidential as the patient requested and put the patient’s safety at risk)   * Facilitation by Dr. Luna   - End of life patient care scenarios  - Bracketing and emotional health in health care professionals  **Post-Class Online Deliverable**   * Minute paper (Low stakes writing assignment, quickly graded)   Prompt: A “minute paper” is a short assignment in which you write out a couple of sentences that address a few questions related to what you took away from an experience. Write a minute paper based on your experience in class, as well as from your readings & activities in the online module. Answer the following questions:   1. What did you learn? 2. What question(s) do you still have? 3. How will this influence the way you practice as a physical therapist?   (rubric below) | |

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| **Assessment:**   1. Minute Paper 2. Exam Questions – Contact me to request exam questions |

**Minute paper rubric**

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| **All 3 questions are addressed** | **0**  None of the questions are answered or all of the responses are superficial. | **1.5**  Two of the questions are not fully addressed or many responses are superficial. | **3.0**  One of the questions is not fully addressed, or response is superficial. | **5.0**  All questions are fully addressed with thoughtful responses. |
| **Grammar, spelling, punctuation, capitalization, etc.** | **0**  4 or more errors. | **2.5**  No more than 3 errors | **5.0**  No more than 2 errors. | n/a |