**2 The Basics of Ethics**

**CHAPTER LESSON PLANS & OBJECTIVES**

Lesson 2.1: Ethics

1. Define *ethics* and explain the different branches of ethics.
2. Examine the importance of ethics in healthcare.
3. Understand the difference between ethics, morals, and values.
4. Describe the importance of a code of ethics for healthcare professionals.
5. Describe the difference between standards of practice and standards of care.
6. Relate specific ethical theories to healthcare situations.
7. Apply one of the ethical decision-making models to a specific ethical healthcare dilemma.
8. Explain the function of an ethics committee.

**Classroom Preparation**

**Lesson 2.1: Ethics**

**INSTRUCTOR PREPARATION**

**Textbook Objectives Covered**

1. Define *ethics* and explain the different branches of ethics.
2. Examine the importance of ethics in healthcare.
3. Understand the difference between ethics, morals, and values.
4. Describe the importance of a code of ethics for healthcare professionals.
5. Describe the difference between standards of practice and standards of care.
6. Relate specific ethical theories to healthcare situations.
7. Apply one of the ethical decision-making models to a specific ethical healthcare dilemma.
8. Explain the function of an ethics committee.

**Lesson Preparation Checklist**

* Prepare lecture from TEACH lecture slides available on Evolve.
* Assemble materials and supplies needed for each lesson as indicated below.

**Materials and Supplies**

* computer
* projector
* white/black board and marker/chalk

**Classroom Preparation**

**Lesson 2.1: Ethics**

**STUDENT PREPARATION (2 hrs)**

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| **1-3** | READ – Textbook (pp. 13-15)  ANSWER – Textbook   * Chapter Review Questions, Questions 4, 5 * Self-Reflection Questions 1-3 * Discussion (p. 13) * Relate to Practice (p. 14) * Discussion (p. 14) * Relate to Practice (p. 14) |
| **4** | READ – Textbook (pp. 14-15)  ANSWER – Textbook   * Chapter Review Questions, Question 2 * Internet Activity 2 |
| **5** | READ – Textbook (pp. 15-16)  ANSWER – Textbook   * Relate to Practice (p. 16) |
| **6-7** | READ – Textbook (pp. 16-19)  ANSWER – Textbook   * Chapter Review Questions, Question 1 * Self-Reflection Questions, Questions 4-5 * Internet Activity 1 * Discussion (p. 18) * Relate to Practice (p. 18) * What If? (p. 17) * Medical Application (p. 17) * Discussion (p. 17) * Case Scenario 5: Conscientious Clause in Providing Contraceptives (Appendix C) * Case Scenario 6: Parental Authority Results in Baby’s Death (Appendix C) |
| **8** | READ – Textbook (p. 30)  ANSWER – Textbook   * Chapter Review Questions, Question 3 * Discussion (p. 19) * Medical Application (p. 19) |

**50-Minute Lesson Plan**

**Lesson 2.1: Ethics**

**LECTURE OUTLINE (30 min)**

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| **1** | **DEFINE ETHICS: SLIDE 4 (pp. 13-15)** |
| **2** | **IMPORTANCE OF ETHICS IN HEALTHCARE: SLIDES 5-8 (p. 15)** |
| **3** | **ETHICS, MORALS, AND VALUES: SLIDES 9-10, 12 (p. 13)** |
| **4** | **CODE OF ETHICS IN HEALTHCARE: SLIDE 11 (pp. 14-15)** |
| **5** | **STANDARDS OF PRACTICE VS STANDARDS OF CARE: SLIDE 13 (pp. 15-16)** |
| **6** | **ETHICAL THEORIES: SLIDES 14-19 (pp. 16-19)** |
| **7** | **ETHICAL DECISION MAKING MODELS APPLIED TO SPECIFIC DILEMMAS: SLIDES 20-22 (pp. 16-19)** |
| **8** | **ETHICS COMMITTEES: SLIDE 23 (pp. 19-20)** |

**Learning Activities (choose one or more to equal 20 min)**

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| **1-3** | **INVITE (20 min)**   * Invite a member of a hospital’s ethics committee to speak with the class about ethical dilemmas in healthcare. * *Appropriate Settings:* Traditional classroom, flipped classroom   DISCUSS (10 min)   * Discuss Discussion (p. 13). Ask the students to submit which of the virtues they feel is the most important quality in the medical field and to explain the reasons for their choice. * Discuss Relate to Practice (p. 14) Ask the students how they would handle the situation if they were in Janie’s place. Discuss the different responsibilities Janie has to her patients, her employer, and herself. * Discuss Discussion (p. 14). Ask the students their opinions on the appropriate way to handle patients with medical insurance versus those without. * Discuss Relate to Practice (p. 14). Ask the students to discuss how scope of practice relates to ethics. * Ask students to take out a blank piece of paper and write a moral idea or value. The morals may pertain to healthcare, society in general, or any broad topic. Gather the papers and project them on the overhead. Identify pairs of morals that could potentially conflict and create a moral dilemma. * *Appropriate Settings:* Traditional classroom, flipped classroom   POST & COMMENT   * Using the Evolve discussion board, have the students discuss the Discussion box (p. 13*)* in the textbook. Ask students to post which of the virtues they feel is the most important quality in the medical field and to explain why, and then comment on each other’s posts. * Using the Evolve discussion board, have the students discuss Discussion (p. 14), asking students to post their answers to the questions and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss Relate to Practice (p. 14), asking students to post their answers to the questions and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss Relate to Practice (p. 14), asking students to post their answers to the questions and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss Self-Reflection Questions 1 and 2, “What kinds of ethical situations would be particularly challenging or difficult for me to encounter” and “What would I do if my best friend became my co-worker and I witnessed him/her doing something unethical at work?” from the textbook. Ask students to post their answers to the questions and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss Self-Reflection Question 3, “Which of the principles of ethics is the most important to me?” from the textbook. Ask students to post their answers to the questions and comment on each other’s postings. * *Appropriate Settings:* Online |
| **4** | **DISCUSS (10 min)**   * Place a modern translation of the Hippocratic Oath on the overhead projector (www.pbs.org/wgbh/nova/body/hippocratic-oath-today.html). Ask the students to identify which parts of the Hippocratic Oath guide the care of individual patients, and which parts affirm a practitioner’s duty to society as a whole. * *Appropriate Settings:* Traditional classroom, flipped classroom   APPLY (10 min)   * Divide the class into five groups, and assign one of the bioethical principles to each group. Ask the groups to apply their principles to several medical scenarios. Some examples: a physician has been hired by the state to administer lethal injections to condemned prisoners. A practicing alcoholic needs a liver transplant, but there is a shortage of donors. An elderly patient’s family differs about the interpretation of the patient’s living will. Reconvene the class and discuss the role of each principle in each case. * *Appropriate Settings:* Traditional classroom, flipped classroom   POST & COMMENT   * Have each student look up the “About Us” section on the website of a healthcare provider with which they are familiar. Ask them to identify a specific value or values held by this organization, posting their findings and commenting on each other’s postings on the Evolve discussion board. * Have students read an article of their choice on [www.bioethics.net](http://www.bioethics.net). Ask them to summarize the conflicting values that make this an ethical dilemma, posting their comments on the Evolve discussion board and asking them to comment on each other’s postings. * *Appropriate Settings:* Online |
| **5** | **DISCUSS (10 min)**   * Discuss Relate to Practice (p. 16). Ask students to answer the questions listed. Specifically, discuss whether the violations were of the standards of practice or the standards of care. * *Appropriate Settings:* Traditional classroom, flipped classroom, online   POST & COMMENT   * Using the Evolve discussion board, discuss Relate to Practice (p. 16). Ask students to answer the questions listed. Specifically, discuss whether the violations were of the standards of practice or the standards of care. * *Appropriate Settings:* Online |
| **6-7** | **APPLY (10 min)**   * Discuss Discussion (p. 18). Divide students into two groups. Have one side choose one of the ethical theories presented in this chapter (utilitarianism, duty-based ethics, rights-based ethics, or virtue-based ethics) and ask the other side to provide an example of the theory. Have the groups switch roles and continue for several rounds. * Discuss Relate to Practice (p. 18). Ask the students to answer the questions. How would they handle this situation? What would they recommend to a friend in this situation? * Discuss Self-Reflection Question 5 “Using an ethical dilemma you create, select one of the two decision-making models discussed in this chapter to determine the best course of action.” Divide students into two groups. Have each team create an ethical dilemma scenario and present it to the other team. Then have each team follow one of the two decision-making models discussed in this chapter to determine the best course of action. Have one student in each group take notes. Reconvene the class as a whole and have the note-takers present a summary of their sessions to the class. * Discuss Case Scenario 5: Conscientious Clause in Providing Contraceptives (Appendix C), asking students for answers to the questions. * *Appropriate Settings:* Traditional classroom, flipped classroom   ANALYZE (10 min)   * Discuss What If? (p. 17), asking students for answers to the question. * Read Medical Application (p. 17). Ask students to explain how subjectivity makes this a difficult ethical dilemma. * *Appropriate Settings:* Traditional classroom, flipped classroom   DISCUSS (10 min)   * Discuss Discussion (p. 17). Ask the students to give examples of how religious beliefs might conflict with medical treatment. Have students answer and discuss the questions in the text. * *Appropriate Settings:* Traditional classroom, flipped classroom, online   POST & COMMENT   * Using the Evolve discussion board, have the students discuss Case Scenario 5: Conscientious Clause in Providing Contraceptives (Appendix C). Ask students to post their answers to the questions and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss Discussion (p. 17) in the textbook. Ask students to post their answers and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss What If? (p. 17), asking students for answers to the questions. Ask students to post their answers and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss Relate to Practice (p. 18). Ask students to post their answers and comment on one another’s postings. * Using the Evolve discussion board, have the students discuss Discussion (p. 18) in the textbook. Ask students to post their answers and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss Self-Reflection Question 4, “Which of the ethical theories do I find most agreeable” from the textbook. Ask students to post their answers to the questions and comment on each other’s postings. * Post the Critical Thinking Question on the Evolve discussion board. Have students post their responses and comment on each other’s posts. * Using the Evolve discussion board, have the students discuss Self-Reflection Question 5, “Using an ethical dilemma you create, select one of the two decision-making models discussed in this chapter to determine the best course of action.” from the textbook. Ask students to post their answers to the questions and comment on each other’s postings. * Using the Evolve discussion board, have the students discuss Case Scenario 6: Parental Authority Results in Baby’s Death (Appendix C). Ask students to post their answers to the questions and comment on each other’s postings. * *Appropriate Settings:* Online |
| **8** | **INVITE (20 min)**   * Invite a member of a hospital’s ethics committee to speak with the class about the function of the committee. * *Appropriate Settings:* Traditional classroom, flipped classroom   ANALYZE (10 min)   * Discuss Discussion (p. 19), asking students to answer the questions in the scenario. * Divide the class into groups of 2-3 students each. Have the groups review Medical Application (p. 19) and discuss answers to the questions. Then, have the groups share their ansers with the whole class and compare and contrast their answers. * *Appropriate Settings:* Traditional classroom, flipped classroom   POST & COMMENT   * Using the Evolve discussion board, have the students discuss Discussion (p. 19). Ask students to post their answers to the questions and comment on each other’s postings. * *Appropriate Settings:* Online |

**Critical Thinking Question**

**You are working in the emergency department of a metropolitan hospital. An ambulance arrives with an elderly homeless man who appears to have fallen and suffered a severe scalp laceration and a possible concussion. The patient is losing blood. The department’s physician remarks that the hospital has already fulfilled its quota of unreimbursed care for this month and instructs the paramedics to take the patient to a different hospital. You believe the emergency department has room to care for this patient. Is this an ethical dilemma? How would you apply the steps in resolving an ethical dilemma?**

Discussion Guidelines: Two or more principles are in conflict here. First are the principles of beneficence, in which healthcare professionals should always try to help patients, and nonmaleficence, in which professionals should avoid doing the patient any harm. Clearly this patient might suffer further harm if treatment is delayed. On the other hand, the physician may be trying to follow his instructions as an employee to provide only a specified amount of unreimbursed care. The first step in resolving an ethical dilemma is identifying the problem. In this case the problem is risking the patient’s safety vs. violating a hospital guideline. The second step is obtaining information. What is the patient’s condition? Are resources available to treat the patient? Would it be a violation of law to “dump” the patient on another institution? The third step is to communicate about the problem with the people involved in the patient’s care, including the paramedics, the physician, and others. The final step is to choose the appropriate action.

**Assessments**

**Chapter 2: The Basics of Ethics**

**ASSESSMENTS BY OBJECTIVE**

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| **1** | **Evolve Instructor Resources**   * Test Bank   + Create a quiz using ExamView; sort by objective. |
| **2** | **Evolve Instructor Resources**   * Test Bank   + Create a quiz using ExamView; sort by objective. |
| **3** | **Textbook**   * Chapter Review Questions, Questions 4 and 5   Evolve Instructor Resources   * Test Bank   + Create a quiz using ExamView; sort by objective. |
| **4** | **Textbook**   * Chapter Review Questions, Question 2   Evolve Instructor Resources   * Test Bank   + Create a quiz using ExamView; sort by objective. |
| **5** | **Evolve Instructor Resources**   * Test Bank   + Create a quiz using ExamView; sort by objective. |
| **6** | **Textbook**   * Chapter Review Questions, Question 1   Evolve Instructor Resources   * Test Bank   + Create a quiz using ExamView; sort by objective. |
| **7** | **Evolve Instructor Resources**   * Test Bank   + Create a quiz using ExamView; sort by objective. |
| **8** | **Textbook**   * Chapter Review Questions, Question 3   Evolve Instructor Resources   * Test Bank   + Create a quiz using ExamView; sort by objective. |
| **9** | **Evolve Instructor Resources**   * Test Bank   + Create a quiz using ExamView; sort by objective. |