

Ethics for Translational Sciences (ANAT6219)

COURSE INFORMATION

Semester: Spring 2023

Time: 12:45-2:00 pm (Tuesdays)

Ross Hall; Room 529

If virtual please go to → <https://gwu.webex.com/meet/ahdeah>

DIRECTOR

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Office hours: Arranged

COURSE DESCRIPTION

ANAT6219 is a 2-credit graduate course that has been tailored to graduate students enrolled in the Master's program in Anatomical and Translational Sciences (MATS).

The chief objective of ANAT6219 is to provide a solid foundation in ethics for students who plan to pursue a career in healthcare delivery.

COURSE PREREQUISITE

Students must be enrolled in a graduate program at GWU and in good standing.

GOAL & LEARNING OBJECTIVES

Goal: To develop critical thinking by learning bioethical principles & applying them to case studies.

As a result of completing this course, students will be able to:

1. Describe the fundamental principles and cognitive frameworks in ethics
2. Apply the ethical principles to selected ethical issues
3. Evaluate case studies for ethical issues

TEXTBOOK

Lo, Bernard, Resolving Ethical Dilemmas: A Guide for Clinicians (ebook: call number R724.L59 2013)

For online access go to → <https://meded.lwwhealthlibrary.com/book.aspx?bookid=823>

GRADING

The course will be conducted as a seminar. All assignments are designed with the primary goal and hope that students would learn the material and enjoy the class. All feedbacks are welcomed.

<i>Assignments</i>	<i>Grading</i>	<i>Due Date</i>
Participation	15%	Ongoing
Case studies	15%	As assigned
Class presentation (topic 1)	25%	As assigned (topic due by February 28)
Peer review	15%	Ongoing
Final paper (topic 2)	20%	April 30 (topic due by March 7)
Reflection journals	10%	March 10

A (4.0) = 90 – 100	C+ (2.3) = 78 – 78.9
A- (3.7) = 89.0 – 89.9	C (2.0) = 75 – 77.9
B+ (3.3) = 87.0 – 88.9	C- (1.7) = 72 – 74.9
B (3.0) = 80.0 – 86.9	F (0) = < 71.9
B- (2.7) = 79.0 – 79.9	Grades of D+, D, and D- are not used for graduate students at GW

ASSIGNMENTS

Late Policy: Late assignments will be penalized the equivalent of 10% of the grade (For example, if you turn in your final paper late, you can receive a maximum of 18% on it). Assignments cannot be submitted beyond one week from the original due date.

Participation: Your participation in each session is critical in furthering your understanding of the contents and objectives of the course. You will be graded on being present and on time for every session and on the quality of your contributions in class discussions. Unexcused absences will negatively impact your participation grade.

Case Studies: Case studies will be presented individually and discussed in class.

Class Presentation: *THIS IS YOUR TIME TO SHINE!*

You may choose an ethical topic or may select from a number of suggested topics (subject to the approval of instructor). We are aiming for a broad range of topics. Your topic should be approved by the instructor no later than **FEBRUARY 28**.

See bioethics.net OR <http://journalofethics.ama-assn.org/>

You have an hour to facilitate the class and present your topic. Please summarize and critique the current status of public and scholarly debate on your ethical topic. The presentation should be pitched to a LAY audience. In other words, imagine that you are giving the presentation to your intelligent roommate, who is working on a PhD in HISTORY - not science - and who lacks any background in the subject. Feel free to use case studies and other learning tools to make the class fun and interactive. It is important to strive for CREATIVITY in your presentation, which is an essential skill.

I will be looking for evidence that you: 1) have researched the issue thoroughly, 2) are able to explain the essence of the problem, 3) have compared and contrasted differing points of view, 4) can summarize the current state of the issue - for example is there consensus about how to proceed? If not, is there any movement towards achieving consensus? , and 5) have exercised critical thinking in preparing your presentation. Be sure to include your OWN perspective as well as that of others.

Peer Review: You should evaluate your peers on their presentations and give your evaluations to me by **the end of the session**. Your evaluations will be reviewed by me and returned to the presenter in the next class.

Final Paper: You are responsible to write a paper (4 single spaced pages; not including references) on a second ethical topic of your choice. The topics are due by **March 7** and should be approved by the instructor. I have no preference regarding format - choose your favorite style. The paper is due by the end of **April**.

I will be looking for evidence that you: 1) have researched the issue thoroughly, 2) are able to explain the essence of the problem, 3) have compared and contrasted differing points of view, 4) can summarize the current state of the issue - for example is there consensus about how to proceed? If not, is there any movement towards achieving consensus?, 5) have exercised critical thinking in preparing your paper. Be sure to include your OWN perspective as well as that of others and to cover all evaluation criteria in your writing.

Reflection Journal: You will be asked to reflect on some questions for each session and write them in your reflection journal by the time you come to class. We will talk about the reflection questions in class and you may share yours if you wish. Reflection journals are due by **March 10**.

UNIVERSITY POLICIES

University policy on observance of religious holidays

In accordance with University policy, students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. For details and policy, see: students.gwu.edu/accommodations-religious-holidays.

Academic Integrity

Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For details and complete code, see: studentconduct.gwu.edu/code-academic-integrity

Safety & Security

In the case of an emergency, if at all possible, the class should shelter in place. If the class is being held in the building that is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://gwired.gwu.edu/dss/>

Mental Health Services 202-994-5300

The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. For additional information see: counselingcenter.gwu.edu/

Week by Week Schedule of Topics

Session/Date	Topic
1/Jan 24	<p>Introduction: Overview of course, instructions for deliverables</p> <p><i>Required reading:</i> Lo – Chapter 1: Approach to Ethical Dilemmas in Patient Care</p> <p>Case Study: Washington Post: DNR tattoo on unconscious patient</p>
2/Jan 31	<p>Tools for Addressing ethical challenges</p> <p><i>Required reading:</i> Lo – Chapter 2: Overview of Ethical Guidelines McCormick – Principles of Bioethics Glover – Doing ethics in rural healthcare institution</p> <p>Case Study: Tube Feeding for Jennie?</p>
3/Feb 7	<p>Informed Consent/Shared Decision Making</p> <p><i>Required reading:</i> Lo – Chapter 3: Informed Consent Lo – Chapter 8: An approach to decisions about clinical interventions Lo – Chapter 9: Futile intervention</p> <p>Case Study: Treatment options for breast cancer Corneal Infections Require Prompt Treatment Never Symptom-Free</p>
4/Feb 14	<p>No Class</p>
5/Feb 21	<p>Confidentiality, Truth telling</p> <p><i>Required reading:</i> Lo – Chapter 5: Confidentiality Lo – Chapter 6: Avoiding Deception & Non-disclosure Faunce et al., Whistleblowers</p> <p>Case Study: Crude Remarks by an attending physician BRACA-positive & implications for the family Confidential mental health treatment for adolescents</p>

6/Feb 28

Conflicts of Interest

Required reading:

Lo – Chapter 29: Conflicts of Interest

Lo – Chapter 33: Gifts from drug companies

Case Study:

Drug company sponsors clinical conferences

Drug samples – why not?

Is the surgery necessary now?

7/Mar 7

Clinical Research & FDA Oversight

Required reading:

Lo – Chapter 28: Clinical Research

Koocher – CABLES model of research risks

Case Study:

Clinical Equipoise

Enrolling research participants in private practice

Data-mining for research purposes

8/Mar 14

Spring Break

9/Mar 21

No Class

10/Mar 28

No Class

11/Apr 4

TBA/Student Presentations

12/Apr 11

TBA/Student Presentations

13/Apr 18

TBA/Student Presentations