



HACETTEPE UNIVERSITY

FACULTY OF MEDICINE

**DEPARTMENT OF HISTORY OF
MEDICINE AND MEDICAL ETHICS**

Clinical Ethics Case Analysis

Elective Course Student Guide

(Phase V)

Ankara

2025

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Introduction

Welcome to Clinical Ethics Case Analysis Elective Course!

Department of History of Medicine and Medical Ethics tries to make students understand the change of physician values and physician identity throughout history with “History of Medicine” lectures in the first year of undergraduate education. In the second year, we try to make students recognize the basic concepts, theories and principles of the bioethics and the effects of those on the patient care with “Medical Ethics” lectures. With “Clinical Ethics” lectures in the third year of undergraduate education, students are expected to identify ethical issues and problems frequently encountered in medical practices and researches in all stages of life, to recognize ethical values to be protected and the appropriate solution methods.

It is aimed to make students to be aware of bioethical problems via visual and auditory materials and discussions in small groups in the courses as Bioethics and Cinema in Phase I, Representations of Physicians in Cinema in Phase II, Vulnerable Populations and Bioethics in Phase III. “Ethics in Research and Publication” and “Clinical Ethics Case Analysis” elective courses for Phase V students are included in the curriculum.

“Clinical ethical decision making process” is also a problem solving process. It runs simultaneously and in parallel with the clinical decision-making process, and it has many determinants. **Medical determinants** are the current medical condition is whether it is an emergency, chronic and irreversible condition, the proposed treatment, its purpose, risks, alternatives, chance of success, and opinions of the patient, physician and consultant physicians. Understanding **patient's preferences** is the next step, and the patient's personality, values, choices, special requests or orders (if any), given information and the patient's capacity for understanding this information, decision-making capacity of the patient, if the patient is not competent, who the patient's surrogate will be, and whether if the patient's presumed wishes or best interests are considered by the surrogate or not, are evaluated. Another important determinant is **the patient's quality of life**. The patient's expectation from the quality of life, and how he/she describes it, is important. The opinions of the patient's relatives about this subject, whether the possible physical, social and mental deficiencies will develop or not even if the treatment is successful, the plans of the patient about palliative care should be discussed and evaluated. Finally contextual features as **other factors surrounding the case/environmental factors** should be evaluated: Does the family understand the situation? Are there any prohibitions based on religious beliefs? Does the cost of care put pressure on the decision? Are there any court decisions about the issue? How is the approach of the society to the issue? What do the relevant laws and institutional policies say about this?..

As can be seen, the patient-physician relationship is no longer a one-to-one relationship today, but it is multi-factorial. Good clinical practices, informed consent, rational decision-making algorithms, pain management, risk/ benefit assessment, keeping secrets, telling the truth, and similar ethical issues require inevitable knowledge and application skills.

Today, “patient-centered care” shows that physicians’ and other healthcare professionals' perspectives towards their patients are changing. Patient-centered care means the care delivery process that respects patient rights and autonomy.

Because of the individual ethics consultation and hospital ethics committees that have been in the routine practice for the last 30-40 years in the world, and education programs for problem solving skills in ethics cases, and ethics protocols that are created in health institutions, the ethical problems in clinics are tried to be minimized and solved.

The transition to patient-centered care, and the need for guidelines and algorithms that help decision makers, especially healthcare professionals who serve in the intensive care unit, directly affected the establishment of hospital ethics committees.

Ethical decisions in clinical medicine, especially towards the end of life, are undoubtedly more challenging for all interested parties and include medical, ethical, philosophical, legal, religious and social dimensions.

HUFM Phase 5 “Clinical Ethics Case Analysis Elective Course Program” aims to provide information about the basic concepts of clinical ethics and clinical ethical decision making methods. It is aimed to be taught the application of one of the most used clinical ethical decision making methods, “The Four Topics Approach” (The Four Quadrant) defined by Jonsen AR, Siegler M. and Winslade WJ, in ethical problems frequently encountered in the clinic during the ethical decision making process (Table I).

Table I: The Four Quadrant Approach in Clinical Ethics

MEDICAL INDICATIONS	PATIENT PREFERENCES
<p>Beneficence and Nonmaleficence</p> <ul style="list-style-type: none"> • What is the patient's medical problem? History? Diagnosis? Prognosis? • Is the problem acute? Chronic? Critical? Emergent? Reversible? • What are the goals of treatment? • What are the probabilities of success? • What are the plans in case of therapeutic failure? • In sum, how can this patient be benefited by medical and nursing care, and how can harm be avoided? 	<p>Respect for Patient Autonomy</p> <ul style="list-style-type: none"> • Is the patient mentally capable and legally competent? Is there evidence of capacity? • If competent, what is the patient stating about preferences for treatment? • Has the patient been informed of benefits and risks, understood this information, and given consent? • If incapacitated, who is the appropriate surrogate? Is the surrogate using appropriate standards for decision making? • Has the patient expressed prior preferences (eg, advance directives)? • Is the patient unwilling or unable to cooperate with medical treatment? If so, why? • In sum, is the patient's right to choose being respected to the extent possible in ethics and law?
QUALITY OF LIFE	CONTEXTUAL FEATURES
<p>Beneficence, Nonmaleficence, and Respect for Patient Autonomy</p> <ul style="list-style-type: none"> • What are the prospects, with or without treatment, for a return to normal life? • What physical, mental, and social deficits is the patient likely to experience if treatment succeeds? • Are there biases that might prejudice the provider's evaluation of the patient's quality of life? • Is the patient's present or future condition such that his or her continued life might be judged as undesirable? • Is there any plan and rationale to forgo treatment? • Are there plans for comfort and palliative care? 	<p>Loyalty and Fairness</p> <ul style="list-style-type: none"> • Are there family issues that might influence treatment decisions? • Are there provider (physician, nurse) issues that might influence treatment decisions? • Are there financial and economic factors? • Are there religious or cultural factors? • Are there limits on confidentiality? • Are there problems of allocation of resources? • How does the law affect treatment decisions? • Is clinical research or teaching involved? • Is there any conflict of interest on the part of the providers or the institution?

Real or fictional cases will be given, and in the light of these cases and their analysis, to gain an understanding of the common situations in the clinic and the meaning of ethical principles in the minds of the students will be provided with the case analysis method. Apart from the basic resources, different types of case study examples can be included in the course program by considering the course process and the specific student group dynamics.

At the end of the course, students will be asked to run The Four Quadrant ethical decision making process on a case of their choice and present their evaluations in front of the group. This study will constitute an application of the skills the students are expected to acquire, and the assessment and evaluation phase of the course.

You are expected to reinforce the knowledge you have gained in the first four years of medical education with case analyzes, and to gain clinical ethical problem solving skills through the Phase V “Clinical Ethics Case Analysis” elective course.

Learning Objectives

At the end of the Clinical Ethics Case Analysis Elective Course, it is expected of students to gain awareness about clinical ethical issues and to be able to apply The Four Quadrant ethical decision making method for clinical ethical problems. At the end of this course, the following learning objectives are expected to be achieved:

- Will be able to explain the basic concepts and ethical decision making methods related to clinical ethics,
- Will be able to explain the basic features of The Four Quadrant (The Four Topics) ethical decision making process,
- Will be able to explain the basic concepts related to the indications for medical intervention,
- Will be able to explain basic concepts about patient preferences such as informed consent, decision making capacity, and the surrogate decision maker,
- Will be able to say the concept of the patient’s quality of life, the evaluation of this and its place in the ethical decision making process,
- Will gain awareness about clinical ethical problems that may arise especially at the end of life issues in the context of quality of life,
- Will be able to explain the basic concepts related to other factors or environmental factors in the clinical ethical decision making process and to evaluate their effects on ethical decision making process,
- Will gain knowledge and attitude on vulnerability and the difficulties faced by vulnerable

people in achieving right to health,

- Will be able to explain the arrangement of clinical practices through normative texts, have an idea about sanctions, and gain awareness about the responsibility for critically evaluating texts,
- Will be able to explain the concept of clinical ethical counseling and understand the consultancy services carried out at the individual or institutional levels.

At the end of the course students will be expected to have,

- Made at least 4 evaluations of model cases during the case discussions to be conducted during the course,
- Examined at least one of the international and national ethico-legal texts in terms of content,
- Taken a clinical ethical case from a detailed literature, operated the clinical ethical decision making process with The Four Quadrant method, reported it and shared it with the class by using a PowerPoint presentation.

What are your goals you want to achieve at the end of the Clinical Ethics Case Analysis elective course? Write your learning objectives for this course below:

My goals:

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The Place of Clinical Ethics Case Analysis Elective Course in Medical Education

Pre-learnings

In Phase 2, basic concepts of medical ethics, ethical theories and principles, ethical responsibilities of healthcare workers in the frame of our department's courses are given in the committee of "Biological Basis of Diseases." In order to be completed the Clinical Ethics Case Analysis elective course to be completed successfully, students are expected to repeat their knowledge from previous courses.

The learning objective of our lectures given in this committee is to enable the students to define and evaluate the determinants of the physician-patient relationship within the framework of the basic principles and concepts of medical ethics.

The course topics in this context are as follows:

- Ethics, Bioethics, Medical Ethics and Related Concepts
- Basic Principles and Theories in Bioethics
- Physician Identity and The Virtues of a Good Physician
- Non-Maleficence and Beneficence Principles
- Respect for Autonomy and Justice Principles
- Paternalism and Informed Consent
- Confidentiality and Medical Privacy
- Ethical Dilemma, Ethical Analysis, Clinical Ethical Decision Making Process
- Physician - Patient Relationship and Communication

In addition, in Phase 3, there are theoretical lectures related to clinical ethics and case analysis in the committee of "Public Health, Medical Ethics, Forensic Medicine and Biostatistics."

The learning objective of our lectures given in this committee is to enable students to identify ethical issues and problems frequently encountered in medical practices and researches in all stages of life, to recognize ethical values to be protected and the appropriate solution methods.

The course topics in this context are as follows:

- Clinical Ethics
- Euthanasia
- Reproductive Technology and Ethics
- Ethics in Medical Research and Publication
- Legal Issues in Medicine
- The Ethics of Organ Transplantation
- Genetics and Ethics
- Patient Rights

Available sources for review and study

Your new learning are based on what you have learned before. For this reason, achieving the goals given in the Clinical Ethics Case Analysis Elective Course depends on the quality of your previous knowledge. Deficiencies in previous learnings may negatively affect the construction of new learnings.

Before the Clinical Ethics Case Analysis Elective Course, the objectives of the courses in the medical education program are given above. You must have comprehended these issues before the course. In order to evaluate yourself in this area, we recommend you to review the questions given below.

- What is ethics?
- What is morality?
- What is the relationship between ethics and morality?
- What is medical ethics?
- What is bioethics?
- What is medical deontology?
- What is clinical ethics?
- What is ethical dilemma?
- What does ethical justification mean?
- What are the theories and tools for solving the ethical dilemma?

- What are the four basic principles of biomedical ethics?
- What should be considered to protect the patient's privacy?
- What should be considered to protect the patient's medical confidentiality?

You can use the following sources to review the courses in the first years of the curriculum and to make up your missing knowledge:

- Oğuz, Y., Tepe, H., Büken, N.Ö., Kucur, D.K. (2005). Biyoetik Terimleri Sözlüğü (1 bs.). Ankara: Türkiye Felsefe Kurumu. Cevizci, A. (2008). Introduction to Ethics. İstanbul: Paradigm Publishing.
- Cevizci, A. (2008). Etiğe Giriş. İstanbul: Paradigma Yayınları.
- Beauchamp TL, Childress J. F. (2001). Principles of Biomedical Ethics. New York: Oxford University Press Inc.

In addition, the contact information of the academic staff who will guide you in the Department of History of Medicine and Medical Ethics is given in the guide. You can contact them to discuss about your learning needs.

Additional learning opportunities

Before the Clinical Ethics Case Analysis elective course students have the opportunity to take elective courses including film screenings related to clinical ethics, the discussion of ethical problems using films, and the presentations of invited academic experts in Phase 1, Phase 2 and Phase 3.

You can use the sources below to review those courses.

1. Aydın, Erdem. 2006. Tıp Etiği. Ankara: Güneş Kitabevi Ltd. Şti.
2. Erdemir, A. Demirhan, N.Yasemin Oğuz, Ş.Ömür Elçioğlu, and Hanzade Doğan, eds. 2001. Klinik Etik. İstanbul,: Nobel Tıp Kitabevi Ltd. Şti.

Phase 1

The learning objective of the "Bioethics and Cinema" elective course includes the students to be able to identify bioethical problems encountered in daily life through cinema films and documentaries. The cinema films shown are updated in each academic year. Some of the prominent themes of bioethics discussed in this elective course are as follows:

- End of life decisions
- Euthanasia
- Geriatrics and ethics
- Stem cell research and ethics
- Cloning, genetics and ethics
- Environmental ethics, animal rights, biosafety
- Feminist bioethics, ethical aspects of assisted reproductive technologies

Phase 2

The learning objective of “Representations of Physicians in Cinema” elective course is by discussing various representations of physicians in Turkish and foreign movies to ensure that students gain awareness towards professional identity of physician. In the context of this course, prominent themes of our field, especially medical profession and professionalism in terms of medical ethics, are open to discussion:

- Physician identity
- The limits of physician
- Physician identity as researcher and informed consent in research
- The role of the consultant physician
- Virtues of physician identity
- Physician - patient relationship

Phase 3

In the frame of “Vulnerable Populations and Bioethics” elective course, it is aimed to increase awareness about the social and cultural determinants of health for vulnerable populations (poverty, literacy, social gender discrimination, marginalization, restriction of liberty (prisoners), destruction of natural resources (desertification), wars (refugees), hierarchical relationships (e.g. students included in the research projects carried out by their

instructors, laborers working under conditions with no occupational safety, members of the armed forces or the police), people alienated in any way (e.g. migrants, nomads, ethnic minorities, AIDS patients and people struggling with rare diseases), and any negative effects of human activities such as the exploitation of resources in developing countries (e.g. the consequences of deforestation that could impose risks on the responsibilities towards future generations), climate change or different types of environmental pollution.

In this course, the concept of health inequality experienced by vulnerable populations in an economic and cultural context will be explained. In this context, the importance of “Universal Declaration on Bioethics and Human Rights” declared by UNESCO and “The Principle of Respect for Human Vulnerability and Personal Integrity Report” announced by the International Bioethics Committee of UNESCO (IBC) will be emphasized and value based evaluations of each of them will be conducted.

Post-Course Learning Opportunities

Our department does not have any course after Phase 5. However, activities of our department such as ASET (Assistant Ethics Education) vocational training program, TETKON (Department of History of Medicine and Medical Ethics Conferences) series, and discussion hours with specialists, literature hours are open to students and they can benefit from those activities after the course.

Having students to take part in clinical practices during the internship period will bring new experiences and observations about ethics. Our students as candidate physicians will gain awareness about the ethical problems they might encounter through their education, they will be able to apply the reasoning method taught about clinical ethical decision making processes, they will know the ethical counseling process, and if any need they will be able to direct relevant people to those processes.

What I want to review before the course:

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Figure 1. The Place of Clinical Ethics Case Analysis Elective Course in Medical Education Program

6	Pediatrics + Pediatrics Elective (1 Month + 1 Month)	Internal Medicine + Internal Medicine Elective (1 Month + 1 Month)	Obstetrics and Gynecology (1 Month)	Emergency Medicine (2 Months)	Psychiatry (1 Month)	General Surgery (1 Month)	Rural Medicine + Rural Medicine Elective (1 Month + 1 Month)	Elective (1 Month)						
5	Neurology	Psychiatry	Orthopedics	ENT	Ophthalmology	Social Pediatrics	Dermatology	Urology	Neurosurgery	Child and Adolescent Psychiatry	PM&R	Radiology + Nuclear Medicine	Plastic Surgery	Pediatric Surgery
	Elective CLINICAL ETHICS CASE ANALYSIS													
4	Internal Medicine		General Surgery / Anesthesiology			Pediatrics			Obstetrics and Gynecology / Urology					
	Elective-Internal Medicine		Elective: General Surgery			Elective: Pediatrics			Elective: Obstetrics and Gynecology / Urology					
3	Neoplasia and Hematopoietic System Diseases Course Committee	Infectious Diseases Course Committee	Endocrinology and Metabolic Diseases Course Committee	Gastrointestinal System Diseases Course Committee	Cardiovascular and Respiratory Systems Diseases Course Committee	Urogenital System Diseases Course Committee	Neurological Sciences, Psychiatry and Musculoskeletal System Diseases Course Committee			Public Health, History of Medicine and Medical Ethics, Forensic Medicine, Biostatistics Course Committee				
	Elective Courses I. Semester (VULNERABLE POPULATIONS AND BIOETHICS)						Elective Courses II. Semester							
2	Tissue-Skeletal and Peripheral Nervous System Course Committee		Cardiovascular, Blood and Respiratory Systems Committee		Gastrointestinal System and Metabolism Course Committee		Nervous System Course Committee		Endocrine and Urogenital Systems Course Committee		Biological Basis of Diseases Course Committee			
	Elective Courses I. Semester (REPRESENTATIONS OF PHYSICIANS IN CINEMA)						Elective Courses II. Semester							
1	Cell Sciences-I Course Committee		Cell Sciences-II Course Committee			Cell Sciences-III Course Committee			Cell Sciences-IV Course Committee					
	Elective Courses I. Semester (BIOETHICS AND CINEMA)						Elective Courses II. Semester							

Scope

In Clinical Ethics Case Analysis elective course, the following theoretical and practical lectures are given to the students for achieving the goals of the course (Table 2 and Table 3):

Lectures

- Basic Concepts
- Indications for Medical Intervention
- Preferences of Patients
- Quality of Life
- Contextual Features
- Normative Texts Regulating Clinical Practices
- Clinical Ethics Consultation, Individual and Corporate Ethical Consulting
- Literature review, Selection and Investigation of the Case

How the lessons are conducted and what are expected from the students during the lectures are given with details in the last section of the guide.

What will I learn in the course?

In the table below you can see which lectures are related with the objectives of the Clinical Ethics Case Analysis Elective Course.

Table 2. The relationship between learning objectives and lectures of Clinical Ethics Case Analysis elective course

	Course Objectives							
Week	Will be able to explain the basic concepts and ethical decision making methods related to clinical ethics	Will be able to explain the basic features of Four Quadrant (Four Topics) ethical decision making method				Will be able to explain the challenges about right to health encountered by vulnerable people	Will be able to explain the regulation of clinical practices on normative texts	Will be able to explain the concept of clinical ethical consulting at individual or corporate level
		Medical Intervention Indications	Patient's Preferences	Quality of Life	Contextual Features	Will gain knowledge and attitudes about difficulties faced by them	Will gain awareness about the responsibility of critically evaluating texts	Will comprehend the consultancy services carried out
1.	X							X
2.		X				X		
3.		X				X		
4.	X		X			X		X
5.	X		X			X		X
6.	X			X		X		
7.	X			X		X		
8.	X				X	X		

9.	X				X	X			
10.				X		X	X	X	
11.				X		X	X	X	
12.						X			
13.						X			
14.								X	
15.								X	

Lectures and learning opportunities that help me to achieve my goals:

You can see the schedule of the 16-week Clinical Ethics Case Analysis Elective Course in the table below.

Table 3. Clinical Ethics Case Analysis Elective Course Program

Week									
Friday 13.40- 17.30	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
	Meeting / Basic Concepts	Indications for Medical Intervention		Preferences of Patients		Quality of Life		Contextual Features	
	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		Week 16	
Friday 13.40- 17.30	Normative Texts Regulating Clinical Practices Normative Texts Regulating Clinical Practices		Clinical Ethics Consultation, Individual and Corporate Ethics Consultation		Literature review, Selection and Investigation of the Case	General Preparation		Exam	

My Study Program

Week									
Friday 13.40- 17.30	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16		
Friday 13.40- 17.30									

Learning and Teaching Methods

In theoretical lectures of Clinical Ethics Case Analysis Elective Course, case-based teaching, film discussions, group studies, and in practical lectures of the course project-based studies are provided.

In theoretical lectures, case discussions in clinical ethics are held in the frame of previously shared learning resources and cases. It is highly recommended that students should be prepared before the lectures in order to achieve the student-learning objectives.

The selected videos, movie parts, documentaries, cinema films in accordance with the lectures are used as course materials.

The following methods are applied in the Clinical Ethics Case Analysis Elective Course:

- Case-based learning
- Film screenings
- Discussion
- Theory
- Practice

Case-Based Learning: Case-based learning is a learning method that develops problem-solving and decision-making skills, and studies on real or hypothetical cases where analytical skills are practiced. The analysis and discussions of real cases shared by the lecturer will be carried out on the conceptual background of the students. As a more dominant method, hypothetical cases that have been created and analyzed in a realistic way in *Clinical Ethics* book which is the main source of the course will be discussed.

Film Screenings: It is aimed to raise awareness of students about ethical issues with movie and documentary screenings involving course topics. The visuals selected for this aim will be watched and discussed in the frame of related topics.

Discussion: Discussions and sharing of opinions will be supported during both case studies and theoretical lectures. Students will be able to use the concepts they have learned in reasoning and discussions.

Theory: The basic concepts of the topics will be explained by the lecturer. In order to reach a consensus on the meaning of a content, the concepts related to the topics will be explained in accordance with the literature.

Practice: During the Clinical Ethics Case Analysis Elective Course, the Four Quadrant (Four Topics) ethical decision making method which can be used in the ethical decision making process will be explained. Students should prepare a presentation by applying this method on a case which they will choose from the literature. It is aimed that students will be able to use the Four Quadrant (Four Topics) ethical decision making method with this practice which will be carried out under the supervision of the lecturer during the practice hours.

Ways that I can follow while learning:

Evaluation

Clinical ethics case analysis elective course will be evaluated based on the items in the table below.

End-of-course presentation of an ethical case analysis	50 points * * In the chart below, evaluation criteria are included.
Normative text and case studies for each lesson (Lecture Preparation)	18 points
Attendance	20 points
Class participation	12 points
Total	100 points

Clinical Ethics Case Analysis Elective Course End-of-Course Ethical Case Analysis and Presentation Evaluation Form (50 points)

Steps of the indications for medical intervention	4 points
Steps of preferences of patients	4 points
Steps of quality of life	4 points
Steps of contextual features	4 points
Use of appropriate references	4 points
Writing decision options	4 points
Identification of the dominant ethical issue and other ethical issues	4 points
Consideration of case-specific issues and solutions	4 points
Justification of the decision	4 points
Presentation in general (good preparation, knowledge ...)	4 points
Participation in the group study	10 points

Course Places

Dean of the Faculty of Medicine H Gate Classroom No. 6104

During the course, theoretical courses are given in this classroom.

Department of History of Medicine and Medical Ethics Meeting Room

There is one meeting room in the Department of History of Medicine and Medical Ethics where post-graduate courses are also given. Students can participate activities which are carried out continuously and regularly in our department such as literature hours, film screenings, and they can study in our meeting room when they need it, and can get the support from our department's staff.

Department of History of Medicine and Medical Ethics Research Assistant Room

At the M door entrance of the Faculty of Medicine, there are Research Assistant rooms. Our department has a common area of study where research assistants read philosophy books there. This room provides an environment for our students to make free studies.

Department of History of Medicine and Medical Ethics Library

There is a library in the Department of History of Medicine and Medical Ethics, where students can find the basic resources they need. Our students can benefit from this library.

Hacettepe University Library

Our students can benefit from Hacettepe University Library in Sıhhiye Campus to make their studies and access up-to-date resources.

The ways I will use to measure whether I have achieved my goals:

Sample Course Programs

Meeting - Basic Concepts

Duration: 4 hours

Responsible Lecturer: Asst. Prof. Önder İlgili

Learning Objectives

At the end of this course;

- Will recall the basic concepts of medical ethics,
- Will have knowledge about clinical ethical decision making methods,
- Will have knowledge about the Four Quadrant (Four Topics) ethical decision making process,

Scope of the Course

- Course objectives, learning outcomes and evaluation method
- Generally accepted definitions of some concepts related to medical ethics:
 - Ethics in philosophy, medical ethics, bioethics
 - Practical / applied ethics
 - What is Clinical Ethics? Why is clinical ethics important?
 - Ethics consultation, Hospital Ethics Committees
 - Case analysis method (Casuistry)
- The basic features of Four Quadrant (Four Topics) ethical decision making method

Preparation: There is no preliminary preparation except for students' optional readings.

Course: In this course, the lectures about the conceptual framework of the Clinical Ethics Case Analysis Elective Course will be given by the responsible lecturer and the cases will be evaluated.

Evaluation: Active course participation

Resources:

1. Jonsen, AR., Mark S and William JW. “Clinical Ethics, A Practical Approach to Ethical Decisions in Clinical Medicine”. 6th ed. New York: McGraw-Hill. p: 1-13. 2006.

2. Oğuz, Y. “Tıp Etiği Eğitiminde Vaka Çözümlemesi Yöntemi.” In Medikal Etik (İlkeler ve Sorunlar). İstanbul: Yüce Yayım. 2000.
3. Ethics in medicine University of Washington School of Medicine, Dax Coward Case. URL: <https://depts.washington.edu/bioethx/tools/ceintro.html>. Erişim tarihi: 01/06/2017
4. Yaşar H. Kararsızlık küçük bir kızı öldürdü. Radikal Gazetesi. 21/10/2008. URL: <http://www.radikal.com.tr/turkiye/kararsizlik-kucuk-bir-kizi-oldurdu-904393/> Date of access: 02/06/2017

URLs that can be useful for choosing an end-of-course assignment case:

- <http://journalofethics.ama-assn.org/site/cases.html>
- http://www.ukcen.net/index.php/main/case_studies/overview
- <http://www.seattlechildrens.org/research/initiatives/bioethics/education/case-based-teaching-guides/>

Indications for Medical Intervention

Duration: 8 hours

Responsible Lecturer: Asst. Prof. Müge Demir

Learning Objectives

At the end of this course;

- Will be able to explain the four-step clinical-ethical decision making process,
- Will be able to explain the basic concepts related to the indications for medical intervention.

Scope of the Course:

- Description of medical indications - all indicated or non-indicated interventions
- Beneficence and nonmaleficence principles
- The aims of medicine
- Do-not-resuscitate orders (DNR)
- Medical malpractice
- End-of-life decisions

Preparation:

The following resources can be used to prepare for the topics to be discussed in this lecture:

1. Jonsen AR, Siegler M, Winslade WJ. "Clinical ethics: a practical approach to ethical decisions in clinical medicine". 8th ed. New York: McGraw-Hill; 2015.

It is possible to access from Hacettepe University Libraries as an e-book,
<http://www.accessmedicine.com/resourcetoc.aspx?resourceid=90>

Lectures:

• First week - 4 hours

- In the course, theoretical knowledge is given with a presentation by the responsible lecturer.
- The cases in "Clinical Ethics" book, which is the main source of the course, are discussed with the class in the frame of the topics in the course.
- The related scene of the movie "Wit" is watched about the do-not-resuscitate orders.
- The Class is randomly divided into two with the equal number of men and women. One group discusses on "Do-not-resuscitate orders are ethically right" argument, another group discusses on "Do-not-resuscitate orders are ethically wrong" argument

among themselves for 10 minutes. Then the debate is carried out by lecturer.

- The debate provides a discussion on the patient's medical condition, the goals of medicine, futile treatment, the patient's autonomy and refusing treatment.
- Students are asked to write a one-page essay about do-not-resuscitate orders according to the movie "Wit" for the next lesson.
- The group is divided into small groups of 3-4 students for the discussion in the following week. Small groups are asked to find cases related to the topics of the lecture by using the Internet and/or the library, and examine the cases in the frame of the five questions given below.

1. What is the patient's medical problem? Is the problem acute, chronic, critical, reversible, emergency or terminal?
2. What are the goals of treatment?
3. In what circumstances is medical treatment not indicated?
4. What is the probability of success of the different treatment options?
5. In summary, how can the patient benefit from the treatment and care, and how can the patient be protected from harm?

- **Second week - 4 hours**

- The assignment about the movie "Wit" is submitted.
- Case studies prepared by small groups are presented to the large group. Students are provided with case studies to strengthen the theoretical knowledge given in the first lecture.

Evaluation: In the evaluation, class preparation and class participation (during two weeks) will be evaluated over 5 points.

Name and Surname	Course Preparation	Course Participation	Total Points
.....	3	2	5

Patient Preferences

Duration: 8 hours

Responsible Lecturer: Asst. Prof. Müge Demir

Learning Objectives

At the end of this course;

- Will be able to explain basic concepts about patient preferences such as informed consent, decision making capacity, and the surrogate decision maker.

Scope of the Course:

- Informed consent
- Decision making capacity
- Decision-making processes of incompetent patients
- The surrogate decision maker

Preparation:

The following resources can be used to prepare for the topics to be discussed in this lecture:

1. Jonsen AR, Siegler M, Winslade WJ. Clinical ethics: a practical approach to ethical decisions in clinical medicine. 8th ed. New York: McGraw-Hill; 2015

It is possible to access from Hacettepe University Libraries as an e-book,

<http://www.accessmedicine.com/resourcetoc.aspx?resourceid=90>

Lectures:

• First week - 4 hours

- In the course, theoretical knowledge is given with a presentation by the responsible lecturer.
- The cases in “Clinical Ethics” book, which is the main source of the course, are discussed with the class in the frame of the topics in the course.
- In the context of the informed consent, the related scenes from the “House MD” series are watched.
- The group is divided into small groups of 3-4 students for the discussion in the following week. Small groups are asked to find cases related to the topics of the lecture by using the Internet and/or the library, and examine the cases in the frame of the topics discussed in class.

- **Second week - 4 hours**

- Case studies prepared by small groups are presented to the large group. Students are provided with case studies to strengthen the theoretical knowledge given in the first lecture.

Evaluation: In the evaluation, class preparation and class participation (during two weeks) will be evaluated over 5 points.

Name and Surname	Preparation	Participation	Total Points
.....	3	2	5

Quality of life

Duration: 8 hours

Responsible Lecturer: Asst. Prof. Önder İlgili

Learning Objectives

At the end of this course;

- Will be able to say the concept of the patient's quality of life, the evaluation of this and its place in the ethical decision making process,
- Will be able to gain awareness about clinical ethical problems that may arise especially at the end of life issues in the context of quality of life,

Scope of the Course

- The concept of quality of life
- Evaluation of the quality of life
- Challenging patient
- Improving the quality of life
- Palliative treatment and pain treatment, the double effect principle
- Artificial nutrition and hydration support
- Withdrawal of treatment, euthanasia, medically assisted death, suicide, terminal sedation
- Ashley case.

Preparation: Reading the "Quality of Life" section of *Clinical ethics* book (pp. 109-159) and analyzing the cases which is shared out according to the students' names. Related to Ashley's case, "Edwards, S.D. (2008). The Ashley treatment: a step too far, or not far enough? *J Med Ethics*; 34: 341-343. Doi: 10.1136 / jme.2007.020743" article will be read.

Lectures:

First week - 4 hours

- In the frame of four quadrant (four topics) ethical decision making process
 - Quality of Life
 - Evaluation of the quality of life
 - Challenging patient
 - A theoretical lecture presentation will be made on the concepts of improving the quality of life and its importance in the decision making process.

- Each case related to the concepts that explained in the lecture will be presented by the student whom is responsible from and it will be discussed in the class.

Second week - 4 hours

- In the frame of four quadrant (four topics) ethical decision making process
 - Palliative treatment and pain treatment, the double effect principle
 - Artificial nutrition and hydration support
 - A theoretical lecture presentation will be made about withdrawal of treatment, euthanasia, medically assisted death, suicide, terminal sedation and its importance in decision-making.
- Each case related to the concepts that explained in the lecture will be presented by the student whom is responsible from and it will be discussed in the class.
- At the end of the course, the article about the Ashley case, and usage of the concepts will be discussed with the students in the class.

Evaluation: In the evaluation, class preparation and class participation (during two weeks) will be evaluated over 5 points.

Name - Surname	Preparation	Participation	Total Points
.....	3	2	5

Resources:

1. Jonsen, Albert R., Mark Siegler, and William J. Winslade. "Clinical Ethics, A Practical Approach to Ethical Decisions in Clinical Medicine". 6th ed. New York: McGraw-Hill.p: 109-159. 2006.
2. Edwards S.D. "The Ashley treatment: a step too far, or not far enough?". J Med Ethics. 34:341-43. 2008.

Contextual Features

Duration: 8 hours

Responsible Lecturer: Prof. Dr. Nüket Örnek Büken

Learning Objectives

At the end of this course;

- Will be able to explain the basic concepts about other determinants or environmental features in the clinical ethical decision making process
- Will be able to explain the factors which are evaluated in the frame of environmental features/other features and their effects on ethical decision making process,
- Will gain awareness about vulnerability and difficulties faced by vulnerable people in achieving their right to health.

Scope of the Course

- The multiple responsibilities of physicians
- The physician's duty to himself/herself and to his/her family
- Loyalty and altruism
- The physician's duty to himself/herself and to his/her family
- The patient's family, relatives and friends
- Genetic testing and diagnosis
- Medical information and confidentiality (Confidentiality of medical information)
- Economic aspects of clinical care
- The concept of limited health care resources and their distribution
- Clinical Research, innovative treatments
- Clinical training
- Autopsy
- Physician's duties in public health, vaccination, epidemic conditions
- Bioterrorism
- Tarasoff, Gelsinger cases.

Preparation:

The following resources can be used for this course:

- Jonsen AR, Siegler M, Winslade WJ. "Clinical ethics: a practical approach to ethical decisions in clinical medicine". 8th ed. New York: McGraw-Hill; 2015.

Access address: <http://www.accessmedicine.com/resourceTOC.aspx?resourceID=90>

- Büken NÖ. “Hekim kimliği, klinik etik karar verme sürecinde hekim-hasta iletişimi”, Klinik Liderlik ve Yönetim, ED. Cengiz Yacık, 2017.
- Büken NÖ. “Yaşamın Sonunda Klinik Etik Karar Verme Süreci ve Belirleyici Faktörler” Clinical Ethical Decision-Making Process at the End of Life and Some Determinants Factors, Türkiye Klinikleri Tıp Etiği-Hukuku-Tarihi Özel Dergisi, Türkiye Klinikleri J Med Ethics Law Hist-Special Topics 2(3): 24-33. 2016.
- Savunmasız/Örselenebilir Gruplarda Sağlık Hizmetlerinin Sunumu ve Sağlık Araştırmaları; Hacettepe Biyoetik Merkezi, Hacettepe Biyoetik Merkezi Yayın no:3, Hacettepe Üniversitesi Hastaneleri Basımevi, Ankara, 2016.

Lectures:

• First week - 4 hours

- In the course, theoretical knowledge is given with a presentation by the responsible lecturer.
- The impact of health economics and policies on medical decisions is discussed.
- On the basis of fair use of limited resources; justice, equality, equalizing justice issues are explained with examples.
- On the basis of vulnerability, disadvantaged groups' right to access health and difficulties in achieving this right will be made visible.

• Second week - 4 hours

- Related to the cases presented and discussed before, four quadrant clinical ethical decision making method is practiced with discussions in the frame of topics and determinants of this method.
- Students will gain skills about how to clinical ethical analysis is applied in ethical dilemmas.

Evaluation: In the evaluation, class preparation and class participation (during two weeks) will be evaluated over 5 points.

Name and Surname	Preparation	Participation	Total Points
.....	3	2	5

Normative Texts Regulating Clinical Practices

Duration: 8 hours

Responsible Lecturer: Asst. Prof. Önder İlgili

Learning Objectives

At the end of this course;

- Will be able to explain the regulation of clinical practices through normative texts,
- Will explain the sanctions of normative texts,
- Will gain awareness about the responsibility in critically evaluation of social normative texts with his/her intellectual identity.

Scope of the Course

- Convention on Human Rights and Biomedicine (The Oviedo Convention)
- Patients' Rights Regulations
- World Physicians Association (WMA) Declarations
- TTB Medical Professional Ethics Rules, TTB Ethical Declarations
- Law on the Harvesting, Storage, Grafting, and Transplantation of Organs and Tissues
- Legislation Concerning Assisted Reproduction Treatment Practices and Centres
- The Population Planning Law
- The Law on the Practice of Medicine and Related Arts
- Medical Deontology Regulation

Preparation: Each student will be prepared to present the review of the normative text is assigned during the lesson.

Lectures:

First week - 4 hours:

- Presentation of the texts assigned by students from the beginning of the class list to the half of the class list will be made.

- Students will highlight the parts of the normative texts that are considered important by them, after each presentation, the texts will be discussed with the participation of all students.

Second week - 4 hours:

- The presentations will continue that will be made by the students from the second half of the class list.
- Students will highlight the parts of the normative texts that are considered important by them, after each presentation, the texts will be discussed with the participation of all students.

Evaluation: In the evaluation, class preparation and class participation (during two weeks) will be evaluated over 5 points.

Name and Surname	Preparation	Participation	Total Points
.....	3	2	5

Resources:

Normative texts handled in the course are updated over time. Therefore the texts will be presented by the students should be downloaded from internet address <http://www.mevzuat.gov.tr> and students should study on own texts.

1. Convention on Human Rights and Biomedicine (The Oviedo Convention) URL:
<http://www.hasta.saglik.gov.tr/TR,4776/insan-haklari-ve-biyotip-sozlesmesi.html>
Date of access: 02/06/2017
2. Patients' Rights Regulations URL:
[http://www.mevzuat.gov.tr/metin.aspx?mevzuatkod=7.5.4847&mevzuatliski=0&sourceXmlSearch=patient 20% rights% C4% B1](http://www.mevzuat.gov.tr/metin.aspx?mevzuatkod=7.5.4847&mevzuatliski=0&sourceXmlSearch=patient%20rights%C4%B1) Access date: 02/06/2017

3. Medical Professional Ethics Rules URL:
http://www.ttb.org.tr/mevzuat/index.php?option=com_content&id=65&Itemid=31
Date of access: 02/06/2017
4. Turkish Medical Association Ethical Declarations. URL:
http://www.ttb.org.tr/kutuphane/etik_bldgeler2010.pdf Date of access:
02/06/2017
5. World Physicians Association Declarations:URL: www.wma.net
6. Medical Deontology Regulation: URL: World Physicians Association (WMA)
Declarations Date of acces: 02/06/2017
7. The Law on the Practice of Medicine and Related Arts URL:
<http://www.mevzuat.gov.tr/MevzuatMetin/1.3.1219.pdf> Date of access:
02/06/2017
8. The Population Planning Law URL:
<http://www.mevzuat.gov.tr/MevzuatMetin/1.5.2827.pdf> Date of access:
02/06/2017
9. Law on the Harvesting, Storage, Grafting, and Transplantation of Organs and
Tissues URL: <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.2238.pdf> Date of
access: 02/06/2017

Clinical Ethics Consultation, Individual and Corporate Ethical Consulting

Duration: 8 hours

Responsible Lecturer: Prof. Dr. Nüket Örnek Büken

Learning Objectives

At the end of this course;

- Will be able to explain the concept of clinical ethics consultation.
- Will understand the consultancy services carried out at the individual or institutional level,
- Will be able to explain the benefits, possible risks and limitations of ethics consultation,
- Will be able to explain the requirements of the formation, operation and training of Hospital Ethics Committees.

Scope of the Course:

- The goal of ethics consultation,
- Who will perform the ethics consultation,
- Who can request an ethics consultation,
- Which requests are appropriate for an ethics consultation center or ethical case consultation,
- Which consultation models to use and when to use them,
- When an ethics consultation is requested, who should be informed first,
- How to protect the privacy of the people involved in this process,
- How to perform an ethics consultation,
- How to document the ethics consultation,
- Who will be responsible for the ethics consultation,
- How to evaluate and guarantee the quality of the ethics consultation process.

Preparation:

The following resources can be used to prepare for the topics to be discussed in this lecture:

- Büken NÖ. “Yoğun bakım ünitelerinde etik karar verme ve hastane etik komiteler”i, Flora/İnfeksiyon Hastalıkları ve Klinik Mikrobiyoloji Dergisi, 16(2):51-60. 2011
- Demir M, Büken NÖ ”Dünyada ve Türkiye’de Hastane/Klinik Etik Kurulları, Hacettepe Tıp Dergisi, Cilt: 41, Sayı: 3, Eylül: 186-194. 2010
- Büken NÖ, Civaver M, İlgili Ö. ve ark. “Biyoetik Kurulların Oluşturulması”, Klavuz No.1, UNESCO. Original text: Establishing Bioethics Committees-Guide No 1, Firstly

printed by the United Nations Educational, Scientific and Cultural Organization (UNESCO). Turkish translation, Turkish National Commission for UNESCO in 2008.

- Büken NÖ, Civaver M, İlgili Ö. ve ark. “Biyotetik Kurullar İş Başında: Çalışma Biçimleri ve Politikala”r, Kılavuz No.2, UNESCO, Ankara. 2008.
- HÜ Hastane Etik Kurulu Yönergesi, Mart 2015.

Lectures:

• First week - 4 hours

- In the course, theoretical knowledge is given with a presentation by the responsible lecturer.
- The concept of consultation is discussed. Whether medical services need ethics consultation or not is discussed.
- Resources related to Hospital Ethics Committees are discussed and information about the process in the world and in our country is given.

• Second week - 4 hours

- On the basis of “shared responsibility” in the solution of ethical dilemmas, students are able to see the advantages of taking the responsibility of the decision with a board and within the institutional mechanism.
- For this, the group will be acted as a Hospital Ethics Committee, and they will be asked to discuss the cases they have discussed with different aspects before, as members of the relevant committee and to reach a common decision. The decision will be a counseling decision.

Evaluation: In the evaluation, class preparation and class participation (during two weeks) will be evaluated over 5 points.

Name and Surname	Preparation	Participation	Total Points
.....	3	2	5

Literature Search, Selection and Analysis of the Case

Duration: 4 hours

Responsible Lecturer: Academic Staff of Department of History of Medicine and Medical Ethics

Learning Objectives

At the end of this course;

- It is aimed to review the issues addressed during the course program and complete the deficiencies before the final presentation.

Preparation: For this lecture, students are expected to determine the missing points for themselves by repeating their course studies until this lecture.

Lectures:

- The necessary steps for the final presentation that are explained to the students in the first lecture:
 - ✓ Students will choose a clinical ethics case article that draws their attention by searching the literature; they can access the cases from the books in our library, academic search engines, or they can access the web pages shared by department members who are responsible for the course,
 - ✓ It is reminded that students are expected to discuss the selected case in the frame of Four Quadrant method by a written report and a PowerPoint presentation.
- If students have any questions about the course, their questions will be answered.

Responsible Academic Staff Members

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With love and best wishes,

Department of History of Medicine and Medical Ethics