

College: McAnulty College and Graduate School of Liberal Arts

Syllabus: HCE-742, **MULTICULTURAL SOCIETY AND HEALTHCARE ETHICS**, Fall 2019

Course: Monday 3:05-5:45 pm in 715 Fisher Hall

Office hours: Appointment or walk-in, 301A Fisher Hall
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Course instructor: Joris Gielen, Ph.D.
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Outline

In this course, we analyze the challenges that contemporary multicultural society poses to healthcare ethics. In the first part, we will describe these challenges and determine how they challenge normative healthcare ethics and clinical ethical practice. In the second part, we assess ways to overcome them in the field of normative ethical discussions from a Roman Catholic perspective. In the third part, we search for models and ways to deal with the challenges in clinical practice through organizational changes and instilling of cultural competence. This is connected with the idea of mission and identity.

Course Objectives

a) Course Description

This course follows an interactive format that after an introductory session devotes most of class time to presentations by students, group discussion and development of the research essay. Through teacher instruction, their own creative research and the critical input of other students the students become aware of the particular challenges that contemporary multicultural society poses to healthcare ethics. The students learn to identify these challenges in a clinical context, and in the field of normative healthcare ethics. Particular attention is paid to health disparities and the difficulties related to the development of normative ethical arguments in a multicultural context. The students learn to develop strategies to overcome these challenges.

b) Competencies

Upon completion of the course, students should master the following competencies, as should be demonstrated in specific research projects and presentations, class participation and in the research essay:

- a. The capacity to identify ethical challenges posed by multicultural society in a clinical context and in normative ethical discussions on ethical issues in healthcare
- b. The ability to propose concrete solutions to disparities in healthcare through analysis of healthcare providers' attitudes and behaviors, and assessment of opportunities for organizational changes. This ability will enable students to become aware of the importance to perform clinical ethics consultations with cultural competence.
- c. The capability of normative ethical argument formation in a multicultural healthcare context

c) General HCE Program Learning Outcomes

The following HCE Program Learning Outcomes pertain to this course.

Fundamental Knowledge. Students can understand and analyze the ethical challenges posed by multicultural society to healthcare.

Multi-disciplinary Study. Students can critically relate healthcare ethics with multi-disciplinary fields in health care as a diverse, multicultural, and global enterprise (e.g., empirical research, medicine, philosophy, science).

Scholarship. Students can research and write scholarly essays, teach and communicate effectively, and present academic papers that present cogent argument(s), engage scholarly literature, and demonstrate critical thinking and analysis regarding the challenges posed by multicultural society to healthcare ethics.

Professionalism. Students can integrate academic learning with experiential learning by applying cultural competence to practical and professional issues in health care.

Ethical Leadership. Students can function with expertise and provide ethical leadership in complex bioethical cases which involve persons with different cultural and ethnic backgrounds.

Course Procedures

a) Research Projects and Required Readings

a.1) General Procedure

For this course, the students have to complete three written assignments: two research projects (7 pages plus end notes and bibliography), and one research essay (20 pages plus end notes and bibliography). Students will prepare and submit these assignments as per the schedule below.

- i. Research Project #1, due Wednesday, September 18
- ii. Research Project #2, due Wednesday, October 16
- iii. Research Essay, due Monday, December 9
 - Submit Essay thesis, a 500 words abstract, outline, and basic bibliography, by Monday, October 28.
 - Option to submit mid-term essay. For students who want to be assisted in their progress, a draft of the essay can be submitted for feedback by Monday, November 18.
 - Final version is due Monday, December 9.

After finishing each research project, students will prepare a ppt poster of their paper. Students will take this ppt poster with them to class. Students need to be able to orally explain their argument to their colleagues in eight to ten minutes using the poster. During the classes, students will be asked to present their arguments. At the end of the course, the students will also prepare an interactive 30-minute presentation of their research essay, which they will present in the final class sessions.

Reading Requirements. Each Research Project will require students to critically engage the equivalent of two or three books to (a) master the relevant knowledge and (b) engage in critical reading and writing.

Literature integration. Students should include approximately 25 notes in each research project referring to the texts assigned for the project. Endnotes and bibliography as well as title page and table of content do not count towards the prescribed number of pages.

Research competencies. The research competencies in the course are identified by the three course parts: (a) ethical problem assessment of multicultural society in healthcare, (b) normative problem solving, and (c) clinical and organizational problem solving. Students will acquire the first research competency through interactive class sessions. The two research projects will demonstrate that the student has mastered the second and third competencies respectively. In the research essay, students will demonstrate mastery of all three research competencies.

Relation of Projects with Essay. The two Research Projects may be integrated into the Research Essay but not in a manner of cut-and-paste from one to the other. The Research Essay typically demonstrates that the student has mastered a specific research competency. While the research papers are focused on one specific competency, the course essay must demonstrate all three competencies. The course essay furthermore is based on a self-selected thesis different for each student, while the topics of the research papers are given and similar for all students.

a.2) Research Project #1: Theoretical assessment of the possibility of normative healthcare ethics in a multicultural society

In the first classes, we will have identified the challenges of multicultural society to healthcare. Starting from these observations and engaging the required readings, students describe ways and strategies to deal with these challenges in their research papers. In the first research paper, the students answer the question whether and how normative healthcare ethics is possible in a multicultural society. The required readings for this paper are those of course part 2.

a.3) Research Project #2: Critical assessment of ways to overcome ethical challenges of multicultural society in clinical practice

For this research paper, the students focus on the ethical problems related to the administration of good clinical care to multicultural and multiethnic populations. On the basis of the literature, the students propose solutions to these problems. The required readings for this paper are those of course part 3.

b) Course Schedule

Week 1: Mon Aug 26. Introduction to the course requirements, procedures and theme

Part 1 Ethical challenges of multicultural society to healthcare

Week 2: Mon Sept 2. Labor Day: no class

Week 3: Mon Sept 9. Racial and ethnic disparities

Required readings. The journal articles will be available through the Gumberg Library e-reserves. The link to the readings is: XXX. The password is: XXX.

- Bach, P. B., L. D. Cramer, J. L. Warren, and C. B. Begg. "Racial Differences in the Treatment of Early-Stage Lung Cancer." *N Engl J Med* 341, no. 16 (1999): 1198-205.
- Blackhall, L. J., G. Frank, S. T. Murphy, V. Michel, J. M. Palmer, and S. P. Azen. "Ethnicity and Attitudes Towards Life Sustaining Technology." *Soc Sci Med* 48, no. 12 (1999): 1779-89.
- Burgess, Diana Jill, Megan Crowley-Matoka, Sean Phelan, John F. Dovidio, Robert Kerns, Craig Roth, Somnath Saha, and Michelle van Ryn. "Patient Race and Physicians' Decisions to Prescribe Opioids for Chronic Low Back Pain." *Social Science & Medicine* 67, no. 11 (2008): 1852-60.
- Collins, Karen Scott, Dora L. Hughes, Michelle M. Doty, Brett L. Ives, Jennifer N. Edwards, and K. Tenney. "Diverse Communities, Common Concerns: Assessing Health Care Quality for Minority Americans. Findings from the Commonwealth Fund 2001 Health Care Quality Survey." 2002.
- Fiscella, K., P. Franks, M. P. Doescher, and B. G. Saver. "Disparities in Health Care by Race, Ethnicity, and Language among the Insured: Findings from a National Sample." *Med Care* 40, no. 1 (2002): 52-9.
- Fiscella, K., P. Franks, M. R. Gold, and C. M. Clancy. "Inequality in Quality: Addressing Socioeconomic, Racial, and Ethnic Disparities in Health Care." *JAMA* 283, no. 19 (2000): 2579-84.
- Green, C. R., K. O. Anderson, T. A. Baker, L. C. Campbell, S. Decker, R. B. Fillingim, D. A. Kalauokalani, et al. "The Unequal Burden of Pain: Confronting Racial and Ethnic Disparities in Pain." *Pain Med* 4, no. 3 (2003): 277-94.
- LaVeist, T. A., D. Gaskin, and P. Richard. "The Economic Burden of Health Inequalities in the United States." 2009.
- Smedley, Brian D., Adrienne Y. Stith, and Alan R. Nelson, eds. *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. Washington: The National Academies Press, 2002, chapters 1-4.
- van Ryn, M., and J. Burke. "The Effect of Patient Race and Socio-Economic Status on Physicians' Perceptions of Patients." *Soc Sci Med* 50, no. 6 (2000): 813-28.
- Washington, Donna L., Jacqueline Bowles, Somnath Saha, Carol R. Horowitz, Sandra Moody-Ayers, Arleen F. Brown, Valerie E. Stone, Lisa A. Cooper, and Disparities in Health Task Force Writing group for the Society of General Internal Medicine. "Transforming Clinical Practice to Eliminate Racial–Ethnic Disparities in Healthcare." *Journal of General Internal Medicine* 23, no. 5 (2008): 685-91.
- Weinick, R. M., and N. A. Krauss. "Racial/Ethnic Differences in Children's Access to Care." *Am J Public Health* 90, no. 11 (2000): 1771-4.

Week 4: Mon. Sept 16. Racial and ethnic disparities

Week 5: Mon Sept 23. Cultural issues

Required readings.

- Brach, C., and I. Fraser. "Reducing Disparities through Culturally Competent Health Care: An Analysis of the Business Case." *Qual Manag Health Care* 10, no. 4 (2002): 15-28.
- Charlesworth, M. "Don't Blame the 'Bio'--Blame the 'Ethics': Varieties of (Bio)Ethics and the Challenge of Pluralism." *J Bioeth Inq* 2, no. 1 (2005): 10-7.
- Chin, J. L. "Culturally Competent Health Care." *Public Health Reports* 115, no. 1 (2000): 25-33.
- Durante, C. "Bioethics in a Pluralistic Society: Bioethical Methodology in Lieu of Moral Diversity." *Med Health Care Philos* 12, no. 1 (2009): 35-47.

- Fagan, A. "Challenging the Bioethical Application of the Autonomy Principle within Multicultural Societies." *J Appl Philos* 21, no. 1 (2004): 15-31.
- Fox, R. C., and J. P. Swazey. "Examining American Bioethics: Its Problems and Prospects." *Camb Q Healthc Ethics* 14, no. 4 (2005): 361-73.
- Frintner, M. P., F. S. Mendoza, B. P. Dreyer, W. L. Cull, and D. Laraque. "Resident Cross-Cultural Training, Satisfaction, and Preparedness." *Acad Pediatr* 13, no. 1 (2013): 65-71.
- Huff, Robert M., Michael V. Kline, and Darleen V. Peterson, eds. *Health Promotion in Multicultural Populations: A Handbook for Practitioners and Students*. Third edition. ed. Thousand Oaks: Sage, 2015 (\$72), chapters 1, 2, 3, 5, 8
- Juckett, G. "Cross-Cultural Medicine." *Am Fam Physician* 72, no. 11 (2005): 2267-74.
- Weissman, J. S., J. Betancourt, E. G. Campbell, E. R. Park, M. Kim, B. Clarridge, D. Blumenthal, K. C. Lee, and A. W. Maina. "Resident Physicians' Preparedness to Provide Cross-Cultural Care." *JAMA* 294, no. 9 (2005): 1058-67.

Part 2 Theoretical assessment of the possibility of normative healthcare ethics in a multicultural society

Required readings

- Beauchamp, Tom L. and Childress, James F. *Principles of Biomedical Ethics*. Seventh edition. Oxford University Press: Oxford, 2013, chapters 1, 10.
- Durante, C. "Bioethics in a Pluralistic Society: Bioethical Methodology in Lieu of Moral Diversity." *Med Health Care Philos* 12, no. 1 (Mar 2009): 35-47.
- Gordon, J. S. "Global Ethics and Principlism." *Kennedy Inst Ethics J* 21, no. 3 (2011): 251-76.
- Hellsten, S. K. "Global Bioethics: Utopia or Reality?" *Dev World Bioeth* 8, no. 2 (2008): 70-81.
- Mbugua, K. "Respect for Cultural Diversity and the Empirical Turn in Bioethics: A Plea for Caution." *J Med Ethics Hist Med* 5 (2012): 1.
- Thompson, P. "Seeking Common Ground in a World of Ethical Pluralism: A Review Essay of Moral Acquaintances: Methodology in Bioethics by Kevin Wm. Wildes, S.J." *HEC Forum* 16, no. 2 (2004): 114-28.
- Turner, L. "Bioethics in a Multicultural World: Medicine and Morality in Pluralistic Settings." *Health Care Anal* 11, no. 2 (2003): 99-117.
- Turner, L. "From the Local to the Global: Bioethics and the Concept of Culture." *J Med Philos* 30, no. 3 (2005): 305-20.
- Veatch, Robert M. *Hippocratic, Religious, and Secular Medical Ethics: The Points of Conflict*. Washington D.C.: Georgetown University Press, 2012. (\$26)

Week 6: Mon Sept 30. Students watch Kelly lecture by Tom L. Beauchamp on 'A defense of universal principles and common morality in biomedical ethics' (<https://edtech.msl.duq.edu/Mediasite/Play/0086f7319178400aa675917c9adaf6521d>).

Week 7: Mon Oct 7. Instruction, analysis, discussion, and presentations

Week 8: Mon Oct 14. Instruction, analysis, discussion, and presentations

Week 9: Mon Oct 21. Instruction, analysis, discussion, and presentations

Part 3 Critical assessment of ways to overcome ethical challenges of multicultural society in clinical practice

Required readings

- Anderson, L. M., S. C. Scrimshaw, M. T. Fullilove, J. E. Fielding, and J. Normand. "Culturally

Competent Healthcare Systems. A Systematic Review." *Am J Prev Med* 24, no. 3 Suppl (2003): 68-79.

- Berlin, Elois Ann, and William C. Fowkes. "A Teaching Framework for Cross-Cultural Health Care—Application in Family Practice." *Western Journal of Medicine* 139, no. 6 (1983): 934-38.
- Betancourt, Joseph R. "Improving Quality and Achieving Equity: The Role of Cultural Competence in Reducing Racial and Ethnic Disparities in Health Care." 2006.
- Betancourt, Joseph R., Alexander R. Green, and J. Emilio Carrillo. "Cultural Competence in Health Care: Emerging Frameworks and Practical Approaches." The Commonwealth Fund, 2002.
- Betancourt, J. R., A. R. Green, J. E. Carrillo, and O. Ananeh-Firempong, 2nd. "Defining Cultural Competence: A Practical Framework for Addressing Racial/Ethnic Disparities in Health and Health Care." *Public Health Rep* 118, no. 4 (2003): 293-302.
- Brach, C., and I. Fraser. "Can Cultural Competency Reduce Racial and Ethnic Health Disparities? A Review and Conceptual Model." *Med Care Res Rev* 57 Suppl 1 (2000): 181-217.
- Carrillo, J. E., A. R. Green, and J. R. Betancourt. "Cross-Cultural Primary Care: A Patient-Based Approach." *Ann Intern Med* 130, no. 10 (1999): 829-34.
- Goode, Tawara D., M. Clare Dunne, and Suzanne M. Bronheim. "The Evidence Base for Cultural and Linguistic Competency in Health Care." 2006.
- Huff, Robert M., Michael V. Kline, and Darleen V. Peterson, eds. *Health Promotion in Multicultural Populations: A Handbook for Practitioners and Students*. Third edition. ed. Thousand Oaks: Sage, 2015, chapters 1, 3, 4, 6, 7, 8.
- Lie, D. A., E. Lee-Rey, A. Gomez, S. Bereknyei, and C. H. Braddock, 3rd. "Does Cultural Competency Training of Health Professionals Improve Patient Outcomes? A Systematic Review and Proposed Algorithm for Future Research." *J Gen Intern Med* 26, no. 3 (2011): 317-25.
- Like, Robert C. "Educating Clinicians About Cultural Competence and Disparities in Health and Health Care." *Journal of Continuing Education in the Health Professions* 31, no. 3 (2011): 196-206.
- Maier-Lorentz, M. M. "Transcultural Nursing: Its Importance in Nursing Practice." *J Cult Divers* 15, no. 1 (2008): 37-43.
- Narayan, Mary Curry. "Six Steps toward Cultural Competence: A Clinician's Guide." *Home Health Care Management & Practice* 14, no. 1 (2001): 40-48.
- American College of Physicians. "Racial and Ethnic Disparities in Health Care, Updated 2010." Philadelphia, 2010.
- Saha, S., M. C. Beach, and L. A. Cooper. "Patient Centeredness, Cultural Competence and Healthcare Quality." *J Natl Med Assoc* 100, no. 11 (2008): 1275-85.
- Smedley, Brian D., Adrienne Y. Stith, and Alan R. Nelson, eds. *Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care*. Washington: The National Academies Press, 2002, chapters 5-6.
- Smith, W. R., J. R. Betancourt, M. K. Wynia, J. Bussey-Jones, V. E. Stone, C. O. Phillips, A. Fernandez, E. Jacobs, and J. Bowles. "Recommendations for Teaching About Racial and Ethnic Disparities in Health and Health Care." *Ann Intern Med* 147, no. 9 (2007): 654-65.
- Sue, Derald Wing. "Multidimensional Facets of Cultural Competence." *The Counseling Psychologist* 29, no. 6 (2001): 790-821.
- Tervalon, Melanie, and Jann Murray-Garcia. "Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education." *J Health Care Poor Underserved* 9, no. 2 (1998): 117-25.
- United States Department of Health and Human Services, Office of Minority Health. "National Standards for Culturally and Linguistically Appropriate Services in Health and Health Care: A Blueprint for Advancing and Sustaining Clas Policy and Practice." Washington, 2013.

Week 10: Mon Oct 28. Instruction, analysis, discussion, and presentations

Week 11: Mon Nov 4. Instruction, analysis, discussion, and presentations

Week 12: Mon Nov 11. Instruction, analysis, discussion, and presentations

Week 13: Mon Nov 18. Presentations course essay

Mon Nov 25. Thanksgiving break: no class

Week 14: Mon Dec 2. Presentations course essay

c) Research Essay

The research essay will require students to substantively apply the Research Competencies of this course to a particular issue (theoretical or practical) in healthcare ethics. Throughout the essay the students develop a focused argument that shows the importance of considering the ethical implications of the multicultural nature of society in Catholic healthcare. The students are free to choose whether they want to emphasize normative or clinical/organizational aspects, or a combination of these. Yet, it is important that they demonstrate their acquaintanceship with all three research competencies in their essay.

Requirements:

1. Start to reflect on the thesis of your course essay from the beginning of the course.
2. Thesis, a 500 words abstract, outline, and basic bibliography to be submitted by Monday, October 28.
3. Students will receive general feedback in class and individual feedback through Blackboard.
4. Submit a copy of the essay by date assigned.
5. The course essay length should be at least 25 pages, double-spacing; the main body of text; title page, table of content, endnotes and bibliography do not count within the 20 pages.
6. Students must adopt the format of the *Chicago Manual of Style*, as required by the College for dissertation submissions.
7. Students can quote from publications in any language, but need to provide an English translation.
8. Select an Essay Title that reflects a research thesis.
9. Make a Title page and a separate Table of Content.
10. Present a brief Introduction and Conclusion.
11. Notes to the references made in the essay.
 - a. Use end notes (as opposed to foot notes at the bottom of the page).
 - b. Do not use notes for narrative explanations – they belong in the main text.
 - c. There should be approximately 100 end notes in the essay.
12. Bibliography. List all the references in alphabetical order. Only list items actually referred to in the essay.
13. Divisions and subdivisions. Use major divisions (headings) and subdivisions (subheadings), evenly distributed throughout the essay, to lay out the sequence of concepts and arguments.
14. Use of online references. Online references must be accurately identified with complete web address etc., including the date of access. Students are requested to critically deal with content from the internet.

HCE Handbook. The Center for Healthcare ethics has developed a *Handbook* of Policies, Procedures, and Guidelines to guide students in all curriculum related matters.

Course grade. There will be no examinations. The course grade will be assigned based on the quality of the course research essay and the three research projects. The grade will be a combination of 10% for each of the two research projects, 10% for class presentations, and 70% for the final essay.

No midterm grades will be assigned. End of term grades will be assigned adopting grading policy in the McAnulty College and Graduate School of Liberal Arts, as follows:

A	4.0	distinguished scholarly work
A-	3.7	
B+	3.3	
B	3.0	normal progress towards degree
B-	2.7	
C+	2.3	
C	2.0	warning; student subject to departmental action
F	0.0	

Academic integrity. This syllabus incorporates the “Expectations of Academic Integrity.” Cheating and plagiarism cannot be tolerated. All relevant policies of the McAnulty College and Graduate School of Liberal Arts apply.

Reasonable accommodations. Students with documented disabilities are entitled to reasonable accommodations if needed. If you need accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657) as soon as possible. Accommodations cannot always be granted retrospectively.