

BIOETHICS AND HUMANITIES NEWSLETTER

PROGRAM IN BIOETHICS AND HUMANITIES



October 2014

Welcome to the monthly Bioethics and Humanities Newsletter provided by the Program in Bioethics and Humanities at the University of Iowa Carver College of Medicine.

Program in Bioethics and Humanities: *Our Mission*

We are committed to helping healthcare professionals explore and understand the increasingly complex ethical questions that have been brought on by advances in medical technology and the health care system. We achieve this through education, research, and service within the Carver College of Medicine, University of Iowa Health Care, University of Iowa, and the wider Iowa community.

[More Details About The Program](#)



Program Highlight

[Humanities Distinction Track](#)

The purpose of the Humanities Distinction Track (HDT) is to encourage, support, and recognize medical students who pursue scholarship in ethics, writing, or the humanities. This Track promotes students' growth as professionals and also furthers the promotion of humanism in medicine. Participation in the Track includes the completion of a major project. Past and current projects have involved works of poetry, prose and photographic art, as well as historical research, empirical studies, and policy analysis. To learn more about the Track, [please click here](#).

Co-Directors of the Humanities Distinction Track:
Lauris Kaldjian, MD, PhD
Jason T. Lewis, MFA

Upcoming Events

For a listing of upcoming events related to bioethics and humanities, please click [here](#).

Quotation of the Month

Medicine, posited between the sciences and the humanities, is one of man's most potent instruments for enlarging both his individual and his social being. To serve this purpose, medicine must respond to the current challenges by creating a new unity of its scientific, ethical and social perspectives.

- Edmund Pellegrino (1969)

UIHC Ethics Consult Service

Publication Highlight

[Assessing Effective Teaching: What Medical Students Value When Developing Evaluation Instruments](#)

by Jeffrey E. Pettit, PhD, Rick D. Axelson, PhD, Kristi J. Ferguson, PhD, and Marcy E. Rosenbaum, PhD
(*Marcy Rosenbaum is an Affiliate Faculty member in the Program*)

PURPOSE: To investigate what criteria medical students would value and use in assessing teaching skills. **METHOD:** Fourth-year medical students at the University of Iowa Carver College of Medicine enrolled in a teaching elective course are required to design and use an evaluation instrument to assess effective teaching. Each class uses a similar process in developing their instruments. Since the first class in spring 2007, 193 medical students have created 36 different instruments. Three faculty evaluation experts conducted a thematic analysis of the instruments and coded the information according to what was being evaluated and what types of ratings were indicated. The data were submitted to a fourth faculty reviewer, who synthesized the information and adjusted the codes to better capture the data. Common themes and categories were detected. **RESULTS:** Four themes were identified: content (instructor knowledgeable, teaches at level of learner, practical information), learning environment, teacher personal attributes, and teaching methods. Thirty-two descriptors were distinguished across the 36 instruments. Thirteen descriptors were present in 50% or more of the instruments. The most common rating systems were Likert scales and open comments. **CONCLUSIONS:** Fourth-year medical students can offer an eclectic resource for evaluating teaching in the classroom and the clinic. Using the descriptors that were identified in greater than 50% of the evaluation instruments will provide effective measures that can be incorporated into medical teacher evaluation instruments.

This service is a resource for patients, family members, or health professionals at UIHC who would like help addressing an ethical question or problem related to a patient's care. Consults can be ordered by UIHC clinicians through EPIC. Consults can also be requested by calling (319) 356-1616 and asking for the ethics consultant on call. For more information, [please click here](#).

Clinical Research Ethics Consultation Service

We provide free consultation on ethical issues related to research design, tissue banking, genetic research results, informed consent, and working with vulnerable patient populations. In particular, we assist clinical investigators in identifying and addressing the ethical challenges that frequently arise when designing or conducting research with human subjects. These include ethical challenges in sampling design; randomized and placebo-controlled studies; participant recruitment and informed consent; return of individual-level research results; community engagement processes; and more. For more information, [please click here](#).

Resource Highlight



[Improving Competencies in Clinical Ethics Consultation: An Education Guide](#)

American Society for Bioethics and Humanities
Clinical Ethics Task Force

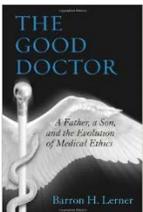
This book provides guidance, offers resources, and suggests activities to assist in the development or refinement of the information and skills necessary to conduct ethics consultations. It is divided into three discrete content domains: Core Knowledge, Clinical Ethics Consultation Skills, and Responsibilities of those Participating in Clinical Ethics Consultation.

Bioethics in the Literature

- Brody H, Doukas D. Professionalism: a framework to guide medical education. [Med Educ](#). 2014 Oct; 48: 980-987.
- Binik A. On the minimal risk threshold in research with children. [Am J Bioeth](#). 2014 Sep; 14: 3-12.
- Brinkman-Stoppelenburg A, Rietjens JA, van der Heide A. The effects of advance care planning on end-of-life care: A systematic review. [Palliat Med](#). 2014 Sep; 28: 1000-1025.
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- Chou CM, Kellom K, Shea JA. Attitudes and habits of highly humanistic physicians. [Acad Med](#). 2014 Sep; 89: 1252-1258.
- Gold KJ, Goldman EB, Kamil LH, et al. No appointment necessary? Ethical challenges in treating friends and family. [N Engl J Med](#). 2014 Sep; 371: 1254-1258.
- Hofmann W, Wisneski DC, Brandt MJ, et al. Morality in everyday life. [Science](#). 2014 Sep; 345: 1340-1343.
- Kuppermann M, Pena S, Bishop JT, et al. Effect of enhanced information, values clarification, and removal of financial barriers on use of prenatal genetic testing: a randomized clinical trial. [JAMA](#). 2014 Sep; 312: 1210-1217.
- Ranola PA, Merchant RM, Perman SM, et al. How long is long enough, and have we done everything we should?-Ethics of calling codes. [J Med Ethics](#). 2014 Sept 23. [Epub ahead of print].
- Tilburt JC. Addressing dual agency: getting specific about the expectations of professionalism. [Am J Bioeth](#). 2014 Sep; 14: 29-36.
- Hollowell N, Hall A, Alberg C, et al. Revealing the results of whole-genome sequencing and whole-exome sequencing in research and clinical investigations: some ethical issues. [J Med Ethics](#). 2014 Jul 18. [Epub ahead of print]
- Kossman DA. Prevalence, views, and impact of advance directives among older adults. [J Gerontol Nurs](#). 2014 Jul; 40: 44-50.



Bioethics in Books



[The Good Doctor: A Father, A Son and the Evolution of Medical Ethics](#)

by Barron H. Lerner, MD, PhD

Beacon Press

Published: May 13, 2014

This is the story of two doctors, a father and son, who practiced in very different times and the evolution of the ethics that profoundly influence health care.

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