

Bioethics and Humanities Newsletter

PROGRAM IN BIOETHICS AND HUMANITIES, CARVER COLLEGE OF MEDICINE

July 2017

UPCOMING EVENTS

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

QUOTATION OF THE MONTH

In addition to establishing goals of care at the time of ICU admission, clinicians should recognize common treatment decisions that are highly preference-sensitive. We recommend that clinicians pause and consider whether these treatments are likely to help achieve a patient's goals....

Turnbull et al. ([Heart Lung](#); 2016)

UIHC ETHICS CONSULT SERVICE

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, [click here](#).



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



On May 10, 2017, we were pleased to recognize the following graduate of the University of Iowa Carver College of Medicine [Humanities Distinction Track \(HDT\)](#) as part of the Distinction Track Recognition Ceremony.

Mgbechi Erundu

Project Title: *Akwaugo*

Format: Manuscript

Mentor: Carol Scott-Conner, MD, PhD (Surgery)

CLINICAL RESEARCH
ETHICS 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, [click here](#).

READING ETHICS AT UIHC

If you are interested to see what the UIHC Ethics Subcommittee was reading in June, click on the following links ([article 1](#); [article 2](#))

HISTORY OF MEDICINE SOCIETY

The University of Iowa History of Medicine Society invites you to read "[Notes from the John Martin Rare Book Room, June 2017](#)."

The University of Iowa History of Medicine Society and the John Martin Rare Book Room now have a large number of video and audio recordings of HOMS lectures from 1985-2016. To access the recordings, [click here](#).

PROGRAM HIGHLIGHT (CONTINUED)

Quote from Jason T. Lewis, MFA, Co-Director of the HDT:

"Mgbechi Erondu exemplifies the possibilities we hoped the Humanities Distinction Track would offer. Her ability to envision her creative work in the context of the rigors of medical education is a testament to her drive and talent. Her project and achievements go well beyond any I imagined. To graduate from medical school is an achievement in itself but to take time away from medical education to pursue an MFA from one of the most prestigious writing programs in the world is another thing entirely."

Quote from Carol Scott-Connor, MD, PhD, HDT Mentor:

"I was delighted to be asked to mentor Mgbechi in the Humanities Distinction Track. I want to emphasize that everything that Mgbechi has accomplished has happened through her own initiative. I have served purely as her advisor, and often been amazed by what she is able to do.....In fact, it is difficult for me to accurately describe her accomplishments – I feel like a small brown duck (a clinician-writer) that has hatched a trumpeter swan."

PUBLICATION HIGHLIGHT

DIS-INTEGRATION OF COMMUNICATION IN HEALTHCARE
EDUCATION: WORKPLACE LEARNING CHALLENGES AND
OPPORTUNITIES

by Marcy E. Rosenbaum

[Patient Educ Couns](#). 2017 June 3 [Epub ahead of print]

The purpose of this paper, based on a 2016 Heidelberg International Conference on Communication in Healthcare (ICCH) plenary presentation, is to examine a key problem in communication skills training for health professional learners. Studies have pointed to a decline in medical students' communication skills and attitudes as they proceed through their education, particularly during their clinical workplace training experiences. This paper explores some of the key factors in this disintegration, drawing on selected literature and highlighting some curriculum efforts and research conducted at the University of Iowa Carver College of Medicine as a case study of these issues. Five key factors contributing to the disintegration of communication skills and attitudes are presented including: 1) lack of formal communication skills training during clinical clerkships; 2) informal workplace teaching failing to explicitly address learner clinical communication skills; 3) emphasizing

PUBLICATION HIGHLIGHT (CONTINUED)

content over process in relation to clinician-patient interactions; 4) the relationship between ideal communication models and the realities of clinical practice; and 5) clinical teachers' lack of knowledge and skills to effectively teach about communication in the clinical workplace. Within this discussion, potential practical responses by individual clinical teachers and broader curricular and faculty development efforts to address each of these factors are presented.

RESOURCE HIGHLIGHT

A CLINICIAN'S APPROACH TO CLINICAL ETHICAL REASONING

A Clinician's Approach to Clinical Ethical Reasoning is a peer-reviewed article written in 2005 by Lauris C. Kaldjian, MD, PhD, Robert F. Weir, PhD, and Thomas P. Duffy, MD. In this article, the authors offer a systematic strategy that situates clinical ethical reasoning within the paradigm of clinical reasoning. The trajectory of this strategy parallels clinical reasoning: a plain statement of the initial problem, careful gathering of data, a differential diagnostic assessment, and articulation and confirmation of a justified plan. This approach pays special attention to the goals of medical care, because so much depends on whether or not physician and patient share the same goals. This approach also addresses the heterogeneity of clinical problems that at first appear ethical and acknowledges the ethical pluralism that pervades clinical ethics.

To read the full article, [click here](#).

THE RUTGERS JOURNAL OF BIOETHICS

A CALL FOR PAPERS



The [Rutgers Journal of Bioethics](#) is an undergraduate journal exploring the intersection of ethics, biology, society and public policy. It has been published each year since 2009. While the journal solicits articles from all persons wishing to participate in the open discussion on bioethics, it is staffed by students at Rutgers, the State University of New Jersey. The journal welcomes all unsolicited original essays, book reviews, editorials and art. Some example subjects are medical treatment, biological warfare, research ethics, medical sociology, social justice, history of medicine/science, medical case analysis, eugenics, gene therapy, human cloning, medical malpractice, and healthcare policy; however, you are not limited to these topics.

THE RUTGERS JOURNAL OF BIOETHICS (CONTINUED)

A CALL FOR PAPERS

Submission Guidelines:

COVER SHEET: Article title, author name(s), institutional affiliation, date of submission, abstract, and contact information (e-mail and phone number).

SUBMISSION: Submit as a Microsoft Word Document (.doc/.docx), in double-spaced, Times New Roman, 12 point font. The following submission types are accepted: opinion editorials (1-3 pages in length), long and short book reviews (1-10 pages, include bibliographic information on book) and research papers (8-15 pages in length of content, not including citations).

CITATIONS: Use the style guidelines outlined by the American Psychological Association (APA). Do not submit articles with more than 30 citations.

To submit, email your cover sheet and submission to rubioethics.journ@gmail.com; ATTN: ARTICLE SUBMISSION.

BIOETHICS IN THE LITERATURE

- ⇒ Chan S. How to rethink the fourteen-day rule. [Hastings Cent Rep](#). 2017 May; 47: 5-6.
- ⇒ Fourie C. Who is experiencing what kind of moral distress? Distinctions for moving from a narrow to a broad definition of moral distress. [AMA Journal of Ethics](#). 2017 June; 19: 578-584.
- ⇒ Gray K. A black Alzheimer's patient wants to be part of the cure. [Health Affairs \(Project Hope\)](#). 2017 June; 36: 1129-1132.
- ⇒ Holoshitz N, Wann S. Burnout-there's an app for that: Helping physicians deal with job-related stress. [JAMA Cardiol](#). 2017 Jun 14. [Epub ahead of print]
- ⇒ Kesselheim JC, Agrawal AK, Bhatia N, et al. Measuring pediatric hematology-oncology fellows' skills in humanism and professionalism: A novel assessment instrument. [Pediatr Blood Cancer](#). 2017 May; 64.
- ⇒ McCarthy MW, Fins JJ. Teaching clinical ethics at the bedside: William Osler and the essential role of the hospitalist. [AMA Journal of Ethics](#). 2017 June; 19: 528-532.
- ⇒ Moore A. Gray areas. [JAMA](#). 2017 Jun 13; 317: 2281-2282.
- ⇒ Turnbull AE, Sahetya SK, Needham DM. Aligning critical care interventions with patient goals: A modified delphi study. [Heart Lung](#). 2016 Nov - Dec; 45: 517-524.

BIOETHICS IN THE NEWS

- ⇒ [The Disputed Death of an 8-Year-Old Whose Organs Were Donated](#). The Atlantic, June 16, 2017.
- ⇒ [Aid-in-Dying Requires More Than Just a Law, Californians Find](#). NPR, June 8, 2017.
- ⇒ [As Patients Turn to Medical Crowdfunding, Concerns Emerge About Privacy](#). The Conversation, June 1, 2017.