

Medical Ethics and Ethical Dilemmas: Personal, Cultural, Religious, and Ethical Values

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INTRODUCTION

Most mentally sane people live by some code of ethics. Even criminals and gang members live by a code, even though many of us will not consider the code a very ethical code. We live in a society in which our code of ethics may vary depending on our setting. We have our own personal and professional set of ethical values. The organizations that employ us have codes by which we must work. Our cultural values and religious values play a very important part of our ethical behavior. As a professional in the medical community, one must follow a very strict code of medical ethics. However, despite personal values, organizational values, religious values, cultural values, and medical ethics, one can be faced with an ethical dilemma that may cause one to question or even break his or her code of ethics.

UNIT OBJECTIVES

The curriculum unit includes four days of activities. The curriculum unit is designed for 90 minute-block scheduled classes. Students will have three exciting days learning about medical ethics. Day 1, students will be introduced to medical ethics and define terms associated with medical ethics. Students will use their imagination and write an example situation that will describe each term. Day 2, students will do research using the internet, newspaper or medical journals for one interesting case study involving a medical ethics disaster or an ethical dilemma that a medical professional experienced. Students will be divided into groups of 4 or 5 and prepare 5-7 minutes skit(s) to describes four or more of the defined medical and legal terms. Within the same time period, students will also do a skit to present the most exciting case study from one of the students in their group. Day 3, students will perform their medical ethic short skits. Get ready to have fun, because students will let their imagination run wild!

Students will:

- Learn the difference between personal, cultural, religious, and ethical values.
- Discuss ethical dilemmas and learn the principles of medical ethics.
- Demonstrate understanding of medical ethics in the form of short skits.
- Research interesting case studies about ethical medical situations and write a formal essay.

SECTION 1: MY PERSONAL VALUES

“Do unto others as you would have them do unto you.” This is a quote that one may hear all too often. However, this is one of the ethical codes by which I live, both personally and professionally. Before I take action concerning another individual, I ask myself, how would I want to be treated if the shoe were on the other foot? I apply this concept to both my personal and professional setting.

In my professional setting, I also work with the concept that at any point someone will come behind me and have to follow my work. I also work under the pretence that my superiors are

watching my every move and that my superiors would be pleased with my actions. If most people would have the mind-set to work as if they are being watched, we would not have as many problems with workers in the workplace or students in schools. When a worker, especially a health care worker, does not have the personal values to do what is required of his or her duties when the superiors of the organization are not watching, injuries or even death to a patient can occur.

In large industrial plants, when workers do not perform a required task such as scheduled maintenance on machines, major disasters occur. These disasters may come in the form of plant explosions in which many individuals get injured or lose their lives as a result of one careless worker. The same holds true of workers who do maintenance on planes, trains, and busses. Disastrous stories of plane crashes, train derailments, and bus explosions are part of the news all too often. After the investigations are done, it is often discovered that the accidents occurred due to the lack of required maintenance.

The owners of some manufacturing companies try to cut corners and increase company profits by manufacturing products that are below safety standards. The manufacturers of these faulty products are also blamed for fatal accidents. These accidents can occur on a small scale in the case of a product failing in an automobile and on large scale in the case of planes, trains, and busses containing a faulty product. Cars and toys are also constantly being recalled because of faulty manufacturing or because it is discovered that a product does not meet safety standards.

Some owners of companies also fail to conduct business ethically, a situation which can create financial disasters to a large group of individuals and even affect the global economy. Take Enron, for example, where the working leaders of Enron were dishonest in their business practices. The company leaders did not work by the code of ethics that should be followed by all leaders of an organization. As a result of the actions of these few leaders, many people lost their livelihoods.

Disasters with multiple injuries and fatalities can occur due to workers performing their duties under the influence of drugs and alcohol. In addition, an individual can be held accountable of injuries or fatalities that occur due to the misuse of prescription drugs by accident or on purpose. Many companies are now aware of the dangerous liability risk of these individuals. Because of this, frequent drug tests are done on workers that operate any form of public transportation, workers that operate machinery, and workers that manufacture products. In fact, there are not many jobs today that one can acquire without passing a drug screen.

When health care workers perform a procedure on a patient while under the influence of drugs or alcohol, injury or death to a patient can occur. That individual will be held accountable for his or her actions. In addition the company that employs that individual will be held accountable.

The situations aforementioned are reasons why all workers should take pride in their jobs and do the best job possible even without supervision. Workers should not partake in risky behavior on or off the job that can result in injury or death to an individual. This includes driving to and from work or school or other activities while under the influence of drugs or alcohol. Always keep in mind that your actions do not just affect you but many individuals, such as family members, friends, coworkers, church members, and associates with whom you do business. In addition to personal work ethics, there are organizational rules that must be followed.

SECTION 2: ORGANIZATIONAL VALUES

Each organization has its own set of rule or values. Depending on the type and size of the organization, values or rules will vary from simple to very complex. Before discussing the rules of these organizations, let us review how one becomes part of an organization. What type of

people are these organizations looking for? Organizations that employ individuals are always looking for people with good character in addition to having the qualifications to perform the duties of the job. After a job applicant submits an application for employment, employers investigate the reputation of the applicant. The employer may call the applicant's current or previous employer along with the references provided. Even if an applicant lists close friends as references, employers know the right questions to ask to get the needed information concerning an applicant's character. Employers want to know the work ethics of an applicant. An employer wants to know if the applicant is the type of person that will get the job done as well as get along with people, be punctual to work, have good job attendance, and be a team player. Usually only applicants that meet these criteria are granted a job interview. During the initial job interview, employers are screening potential employees to determine if the applicant has characteristics such as responsibility, respect for others, fairness, caring, trustworthiness, and has good citizenship qualities. The author David Brooks refers to these characteristics as the "Six Pillars of Character." Every worker should strive to have these good character traits (Brooks vii).

A trustworthy person is a person with integrity. A trustworthy person will be honest, reliable, and loyal to family members, friends, coworkers, church members, and associates with whom one does business. A person who is trustworthy will not cheat or allow others to cheat in his or her presence. When students decide to cheat on homework, tests and quizzes, students are not only robbing themselves of an education, but a cheating student is robbing other students of their class rank. It can make the difference in a student graduating at the top of the class or the top 10% of the class. In Texas, the students graduating in the top 10% of their graduation class have the privilege to attend any Texas college or university. A student who observes cheating taking place and does not report it is considered a co-conspirator of the cheating offense. A student is allowing himself or herself and others to be robbed of their class rank. Even then, students feel they are helping other students by giving them the information on a scheduled test (Brooks viii). I am confident that a student will not knowingly allow another student to steal money from their pocket book, so why allow cheating students rob to honest students of their class rank?

A person that is respectful, and fair and caring will strive to follow the golden rule, "Do unto others as you would have them do unto you." These are the traits that are essential for health care workers. A health care worker should always put himself or herself in the position of the patient, and ask the question, how would I want to be treated if I were a patient (Brooks ix and xi)?

A person that is responsible will have a sense of duty about his or her work, on the job or at school. A responsible person will accept responsibility for his or her actions. A responsible person will always strive to do his or her very best and exercise self-control at all times (Brooks x).

A person with good citizenship will always strive to be the good neighbor or coworker. This person cares about the common good of another person. A person with good citizenship will care about the common good of the all the organization which he or she is part of as a worker, student or volunteer. Most important, a person with good citizenship will respect and follow the authority and laws of these organizations. All individuals should strive to have good citizenship (Brooks xii).

The educational setting in which I am employed has very complex organizational values and rules. There are three sets of organizational rules or values. There are rules of for the educational staff to follow which are similar to rules of any large organization. These rules are usually well documented, and employees usually have to sign documents or logs as proof that the organizations did provide training or an in-service. Some of the major organizational values for the aforementioned are the following:

- safety
- sexual harassment
- drugs or alcohol in the workplace

There are organizational rules for students to follow at any school. Students must adhere to organizations rules concerning the following:

- drugs or alcohol at school
- weapons at school
- punctuality
- absenteeism
- conduct
- cheating

There are rules for educators to follow concerning students. Some of these rules concern the following:

- physical action between students
- inappropriate language
- fairness in grading
- fairness in treatment of students

As an educator, I strive to follow the organizational values as set forth by my school district. I strive to be a role model to my students as well as my colleagues. One can easily do what is right when others are watching; however, the real test comes when one does right when no one is watching. Following our school districts and school organization values is what I strive to do even when I am not being watched. Even though all companies have organizational values, there may be cultural and religious differences that influence how business is done.

SECTION 3: CULTURAL AND RELIGIOUS VALUES

Cultural Values

Because the cultural values that I was exposed to early in life were religiously based, I bring my values to the workplace on a daily basis. The cultural values that taught me how to speak, dress, behave, and treat others were also religiously based. As stated earlier, I live by the personal values; do unto others as you would have them do unto you.

Other cultural values should be considered in the workplace, such as sign language, time, tone of voice, dress, touching, and cultural greeting. In America, the handshake is the standard greeting. Americans do not emphasize touch; however, cultures such as the Japanese and English emphasize touch even less. Cultures that emphasize touching more are the French, Italians, Russians, Spanish, Latin Americans, and southwest Asians. Certain cultures value time more than others. In some countries, meetings never start on time and it is acceptable. However, in America, it is not acceptable. People must also watch the tone of voice on the job. To some cultures like the Arab countries, loud is a sign of warmth. In Mediterranean countries, loud is aggressive, and most American voices are too loud for the Japanese culture. Another cultural barrier is sign language. In most cultures, a thumb down is disapproving. In America, a thumb up is approving or positive; however, in Australia, a thumb up is a crude gesture. In Japan thumbs up means the number 5. Some people dress according to their culture, but dress should never be to revealing or inappropriate in the workplace (*Reading People*).

Religious Values

I always feel blessed to work with people with strong religious values; however, in some workplaces, people may have religious values that restrict when he or she can work. This can cause hardship on some jobs especially in the health care setting where many jobs are open around the clock. It will not be wise for a person to accept a position that would require him or her to work weekends or at nights, when religious values sometime restrict working on a Saturday or at night. In this situation, the work must still get done, and most of the time, coworkers must share the responsibility to get the work done. A person should always be considerate of his or her coworkers. Many situations arise in organizations that may cause an individual to have to choose

between his or her religious beliefs and the values of the organization or the organizational leaders. These ethical dilemmas can cause hardship in any situation. The ethical dilemmas above can be avoided by choosing a job that will coincide with one's religious beliefs; however, not all ethical dilemmas are as easy to solve.

SECTION 4: ETHICAL DILEMMAS

In the medical profession there are many ethical dilemmas that professionals encounter. Even though the job of doctors is to save lives, sometimes doctors are faced with ethical dilemmas brought on by patients or their family members.

Judson and Hicks cite a 1976 landmark right-to-die case in which the parents of Karen Ann Quinlan won a court case to remove their daughter from a respirator. Karen had been in an irreversible coma for eight years. It was believed that Karen consumed a fatal combination of alcohol and drugs. When Karen's physician refused the Quinlan's request to remove their daughter from her respirator, the Quinlans sued for their daughter's right to die. The Quinlans eventually won. Karen continued to live via a feeding tube and died in June 1985. Since this case, there have been many right-to-die cases (186).

Another ethical dilemma among researchers in the medical profession is embryonic stem cell research. The reason it is so controversial is that stem cells are derived from human embryos that cannot be harvested without destroying the living embryo. The miracle for medical research is that these stem cells are primitive cells that are capable of forming diverse types of tissue to form organs and body parts. Embryonic stem cell research is just one of many ethical dilemmas facing the medical community. Many in the medical profession have strong personal and cultural values that determine how far they are will to go in the name of science (Judson and Hicks 186).

SECTION 5: MEDICAL ETHICS

Health care practitioners must make it a high priority to study the laws and ethics that relate to their prospective fields. Today, health care has become very complicated, and if health care practitioners are not knowledgeable of their legal and ethical duties, workers can easily find themselves in a court of law defending their actions. Health care practitioners must also be up to date on the rights of patients. "The Patient's Bill of Rights" will be discussed later in this curriculum unit.

The increase in the number of medical court cases along with an increase in the size of awards for medical liability cases have caused an increase in the cost of malpractice insurance for medical practitioners, especially the professionals practicing in high-risk specialties. Because of this, some doctors today are practicing defensive medicine. A doctor practicing defensive medicine orders more lab tests and procedures to be done on a patient than normal. By doing this, patients undergo unnecessary tests merely to protect the health care provider from legal liability. These doctors also may elect not to order high-risk procedures. The cost of health care today is reflective of these medical liability cases and doctors practicing defensive medicine (Judson and Hicks 186).

The rising cost of health care can also be linked to the rising cost of manufacturing and distributing medical products. The high prices that drug companies charge for medicine are also as a result of liability costs involved in the manufacturing and distributing of drugs. Many drug companies are being sued today, despite all the warnings being placed on drug labels (Judson and Hicks 186).

Before I was an educator, I worked in the medical field as a medical technologist specializing in serology and microbiology. In addition to following the same rules as those aforementioned concerning organizational values, there were medical ethics that had to be followed. All medical

professionals must follow codes of ethics. Edge and Groves provide information concerning the various codes of ethics. The following is a list of codes of ethics:

- American Hospital Association, “A Patient’s Bill of Rights”
- American Association for Respiratory Care Code of Ethics
- The Hippocratic Oath
- American Dental Association, Code of Ethics
- American Medical Association. Principles of Medical Ethics
- American Nurses’ Association, Code of Ethics
- American Pharmaceutical Association, Code of Ethics
- American Occupational Therapy Association, Code of Ethics
- American Physical Therapy Association, Code of Ethics
- American Society of Radiologic Technologist, Code of Ethics
- American Dental Hygienists’ Association, Code of Ethics
- American Society for Medical Technology, Code of Ethics

As one can see, there are codes that all medical professionals must follow. All must adhere to the American Hospital Association, “A Patients Bill of Rights,” and some professionals must uphold The Hippocratic Oath. Since I am a medical technologist, I must uphold the American Society for Medical Technology, Code of Ethics. According to Edge and Groves all clinical laboratory professionals have a duty to the patient, duty to colleagues and the profession, and a duty to society (212-213). As a duty to patients, clinical laboratory professionals must use sound judgment in establishing, performing, and evaluating laboratory tests as well as striving to safeguard the patient from incompetent or illegal practice by others. As a duty to colleagues and the profession, technologists must take the responsibility for a variety of continuing education activities to contribute to the advancement of the medical technology profession. As a duty to society, clinical laboratory professionals take the following oath:

As a clinical laboratory professional, I acknowledge my professional responsibility to: Maintain and promote standards of excellence in performing and advancing the art and science of my profession; Safeguard the dignity and privacy of patients; Hold my colleagues and my profession in high esteem and regard; Contribute to the general well-being of the community; and actively demonstrate my commitment to these responsibilities throughout my professional life. (Edge and Groves 213)

As a former health care worker in the lab, I performed lab tests that are considered very confidential. I performed lab tests for sexually transmitted diseases including the test to confirm if a patient was infected with the HIV virus. Occasionally I would perform a lab test on an individual that I knew personally. Sometimes the results would be positive for sexually transmitted diseases. As a medical professional, I had to uphold the medical ethics of patient confidentiality. Even if the patient was dating my best friend in the whole wide world, I could not inform my friend about the status of the person they are dating. Even if the patient was married to a person I know, it is still not my place to reveal any personal information. My duties are to report my findings to the medical doctor, and the doctor does the patient and/or family consulting.

Trust is another aspect of health care that is very important. It is imperative that a patient trust his or her health care practitioners. If the patient does not feel comfortable that the health care practitioners will use discretion concerning his or her treatment, the patient may not be honest. The patient may not reveal important personal information that is critical for the proper diagnoses and treatment of the patient.

As a current instructor in the medical technology profession, I strive to uphold the ethics of my profession and teach my students the importance of upholding the ethics and organizational values of any company.

SECTION 6: A MEDICAL ETHICS CASE STUDY

Imagine the following situation happening to you. This is a true incident, but the names have been changed to protect the identity of all parties.

You are lying in your hospital bed after a major surgery. The phone rings. It is Dr. Smith, the doctor that performed your surgery. Dr. Smith talks with a sad tone stating that he received a call from Mr. Brown, a representative of the Green Ackers Medical Insurance Company. This is the company that covers your medical insurance. Dr. Smith further explains that Mr. Brown wants you to be discharged from the hospital. Dr. Smith expresses his disagreement with Mr. Brown, and explains to you that he will send a colleague, Dr. Jones, to examine you to see if Mr. Brown has a valid request. Dr. Jones agrees with Dr. Smith, so you remain in the hospital until discharged by Dr. Smith. A few weeks later you receive a statement from Green Ackers Medical Insurance Company stating that the insurance company will not pay for additional days not authorized by Mr. Brown.

How would you feel if this happened to you as a patient? What would you do if this happened to you as a medical doctor? Well, this situation really happened to me as a patient.

I was very fortunate that I had a doctor that upheld his medical professional standards as a doctor and realized that patients have rights. These rights are called the “Patient’s Bill of Rights.” According to the Mesothelioma Web:

The Patient's Bill of Rights was first adopted by the American Hospital Association in 1973 and revised in October, 1992. Patient rights were developed with the expectation that hospitals and health care institutions would support these rights in the interest of delivering effective patient care. The American Hospital Association encourages institutions to translate and/or simplify the bill of rights to meet the needs of their specific patient populations and to make patient rights and responsibilities understandable to patients and their families. According to the American Hospital Association, a patient's rights can be exercised on his or her behalf by a designated surrogate or proxy decision-maker if the patient lacks decision-making capacity is legally incompetent, or is a minor.

There are many listings of the patient’s bill of rights as it relates to each health care facility. To view the listings of some of the revised patient’s bill of rights, see the listings in the reference section.

This case gives rise to this question; what gives insurance companies the right to tell trained medical professions what to do? Well, I was glad that I had a doctor that did not bow down to the financial pressures of my insurance. My doctor upheld the medical oath that all doctors are to uphold called the Hippocratic Oath, especially the section of the oath that is in bold below. The following is the Hippocratic Oath by Hippocrates.

The Oath

I SWEAR by Apollo the physician, and Aesculapius, and Health, and All-heal, and all the gods and goddesses, that, according to my ability and judgment, I will keep this Oath and this stipulation- to reckon him who taught me this Art equally dear to me as my parents, to share my substance with him, and relieve his necessities if required; to look upon his offspring in the same footing as my own brothers, and to teach them this art, if they shall wish to learn it, without fee or stipulation; and that by precept, lecture, and every other mode of instruction, I will impart a knowledge of the Art to my own sons, and those of my

*teachers, and to disciples bound by a stipulation and oath according to the law of medicine, but to none others. **I will follow that system of regimen which, according to my ability and judgment, I consider for the benefit of my patients, and abstain from whatever is deleterious and mischievous. I will give no deadly medicine to any one if asked, nor suggest any such counsel; and in like manner I will not give to a woman a pessary to produce abortion. With purity and with holiness I will pass my life and practice my Art. I will not cut persons laboring under the stone, but will leave this to be done by men who are practitioners of this work. Into whatever houses I enter, I will go into them for the benefit of the sick, and will abstain from every voluntary act of mischief and corruption; and, further from the seduction of females or males, of freemen and slaves. Whatever, in connection with my professional practice or not, in connection with it, I see or hear, in the life of men, which ought not to be spoken of abroad, I will not divulge, as reckoning that all such should be kept secret. While I continue to keep this Oath unviolated, may it be granted to me to enjoy life and the practice of the art, respected by all men, in all times! But should I trespass and violate this Oath, may the reverse be my lot!***

~ Hippocrates
Written 400 B.C.E
Translated by Francis Adams

So many doctors today have to practice medicine under the guidelines of medical insurance companies. Insurance companies dictate what medicines some doctors can prescribe to patients. Insurance companies have a list of preferred drugs. If a patient is to receive drug benefits, then a doctor must choose from a list of drugs that are preferred by that patient's insurance company. If a doctor does issue a prescription that is not from the preferred list, the patient must pay full price for the medication. The same holds true for procedures that insurance companies will and will not cover. Doctors today have to find alternate procedures to perform on patients that may not be the best choice for that patient just to comply with the patient's insurance company. What has become of medicine today? What will become of medicine in the future? If the laws that govern insurance companies do not change, doctors will not be able to practice the medicine that doctors made a pledge to uphold, and patients will continue to receive medical care that is inadequate according to the standards of most doctors.

SECTION 7: CONCLUSION

Even though companies have organizational values that make up the rules and values of the company, the individual employees add so much diversity to companies because of personal values, cultural values, and religious values of the employees. Ethical dilemmas are also common in the workplace and will always be present because an employee of the organization will always work by his or her personal, religious, and cultural values in addition to the organization values of the company.

Most importantly, all medical professionals have a code of ethics to follow for the health profession in general and ethical codes specific to the medical discipline. When health professionals do not adhere to these ethical codes, patients can suffer in many ways. The confidentiality of a patient can be violated. Patients can also get injured, or, even worse, patients can lose their lives.

In addition to medical ethics, people today need to realize that their negligent actions hurt not only themselves but also many individuals with whom they associate, such as co-workers, family, friend, church members, and business associates. "Think before you act" should be the motto everyone should have before doing any activity that involves risky behavior. You should strive to live each day with moral character that would make anyone proud of your actions.

ACTIVITY 1: MEDICAL DEFINITION LESSON

Student directions: Using the dictionary, define the following terms associated with medical ethics and write an example situation that will describe the term. Use your imagination and situations that you have heard of. Do not use names in your example, only titles such as nurse, doctor, patient, etc. Students are allowed to work in groups to complete this lesson.

Example of how to complete lesson: Write the example down for your term number 1 then begin defining terms 2 – 35

1. neglect - failing to provide proper care to an individual that can result in short or long term injury to a patient or even death.

Example: A home health care worker burns an elderly patient by failing to wrap a hot water bottle that was put on the shoulder of the patient.

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|------------------------------------|-------------------------|-----------------|
| 2. assault | 13. falsify | 25. misfeasance |
| 3. battery | 14. felony | 26. negligence |
| 4. bioethics | 15. good Samaritan laws | 27. nonfeasance |
| 5. comatose | 16. hospice | 28. plaintiff |
| 6. confidentiality | 17. indicted | 29. prosecution |
| 7. consent | 18. invasion of privacy | 30. protocol |
| 8. criminal liability | 19. jurisdiction | 31. slander |
| 9. defendant | 20. legible | 32. subpoena |
| 10. discretion | 21. liable | 33. summons |
| 11. do-not-resuscitate (DNR) order | 22. malfeasance | 34. tort |
| 12. false imprisonment | 23. malpractice | 35. tortfeasor |
| | 24. misdemeanor | |

ACTIVITY 2: MEDICAL ETHICS CASE STUDIES

Student Directions

- Research the Internet, newspaper or medical journals for one interesting case study involving a medical ethics disaster or an ethical dilemma that a medical professional experienced.
- Type at least a one page summary of the case using MLA format
- Criteria for summary report:
 - Double spaced paper including double-spaced MLA heading and seat # next to your last name.
 - Put a header on your pages including only your name, one space and page number. Example: Smith 1, Smith 2, etc. If your paper is only one page, your reference page will be page 2.
 - Title of your case study should be centered, not bold or enlarged and doubled spaced after MLA heading.
 - Use 12 point Times New Roman or similar font
 - 1" margins all around; top, bottom, left and right
 - Include work cited reference page (make sure to indent 2nd line ½ inch)

ACTIVITY 3: MEDICAL ETHICS SHORT SKITS

Teacher Directions

- Place students in groups of 4 or 5
- Have students prepare a skit that describes each of the following terms from activity 1, and have students do a skit to present the most exciting case study from the students in the group.
- Assign at least 4 terms per group of four students. You can allow the students to choose the terms they want to demonstrate or choose terms for each group.

Student Directions

- Within your group, prepare a 5-7 minutes skit(s) that describes four or more of the terms you defined in Activity 1, and within the same time period, do a skit to present the most exciting Activity 2 case study from one of the students in your group. Do not perform skits using inappropriate situations or language.
- For your skit(s), you can demonstrate the examples you used for your Activity 1.
- The teacher will give instructions concerning the words you will demonstrate and assign you to a group.

LESSON PLANS

Lesson 1

Instructor: Regina M. Jackson
Introduction to HST
Subject: Medical Ethics

DeBaKey HSHP
Day 1 Lesson Plans
A & B Days

Objective

The Student Will:

- Review terms associated with medical ethics
- Review medical ethics notes
- Demonstrate understanding of terms associated with medical ethics

Preparation

Student Resources

- Student handouts of curriculum unit
- Copies of Introduction to Medical Ethics and Code of Ethics

Instructional Aid

- Transparencies of student handouts

Materials

- Dictionary

Presentation

Discuss Introduction to Medical Ethics and Code of Ethics, Discuss introduction, objectives, sections 1, 2, and 3 of curriculum unit. Give instructions on how to complete activities 1

Activities

- Review Sections 1, 2, and 3 of this curriculum unit.

- Read lessons: Introduction to Medical Ethics and Code of Ethics. It can be found by visiting the following Texas Education Association website.

You can make copies of this lesson for your students.

- <http://www.texasstate.com>
- Click on Course Guides/TEKS
- Click on Introduction to Health Science
- Go down to the **ETHICAL AND LEGAL**
- Click on Introduction to Medical Ethics and Code of Ethics
- Do Activity 1, complete for homework

Assessment

The Medical Ethics test and sheets will serve as an evaluation of the understanding of medical ethics terms.

Lesson 2

Instructor: Regina M. Jackson
 Introduction to HST
 Subject: Medical Ethics

DeBakey HSHP
 Day 2 Lesson Plans
 A & B Days

Objective

- The Student Will:
- Review terms associated with medical ethics
- Review medical ethics notes
- Demonstrate understanding of terms associated with medical ethics
- Demonstrate understanding of legal and ethical responsibilities of medical professionals

Preparation

Student Resources

- Student handouts, sections 4 and 6

Instructional Aid

- Transparencies of student handouts

Materials

- Dictionary

Presentation

Discuss how to complete activities 2 and 3

Applications

Activities

- Discuss how to complete activity 2 and take a trip to the school library for 20-30 minutes so students can start the research process. Finish for homework.
- Review sections 4 and 6 of this Medical Ethics Curriculum Unit
- Assign students into groups of 4-5 for activity 3
- Allow students to prepare their skits for activity 3

Assessment

The Medical Ethics test and sheets will serve as an evaluation of understanding of medical ethics terms.

Lesson Plan 3

Instructor: Regina M. Jackson
Introduction to HST
Subject: Medical Ethics

DeBakey HSHP
Day 3 Lesson Plans
A & B Days

Objective

- The Student Will:
- Demonstrate understanding of terms associated with medical ethics
- Demonstrate understanding of legal and ethical responsibilities of medical professionals
- Present case studies

Preparation

Student Resources

- Student Handouts

Instructional Aid

- Transparencies of student handouts

Materials

- Student props for skits

Presentation

Discuss and answer question concerning medical ethics students will teach medical ethics through skits

Applications

Activities

- Present Activity 3, medical ethics skits
- Review for Medical Ethics Test

Assessment

The Medical Ethics test and sheets will serve as an evaluation of the understanding medical ethics, medical ethics terms and case studies.

Lesson Plan 4

Instructor: Regina M. Jackson
Introduction to HST
Subject: Medical Ethics

DeBakey HSHP
Day 4 Lesson Plans
A & B Days

Objective

The Student Will:

- Demonstrate understanding of terms associated with medical ethics
- Demonstrate understanding of legal and ethical responsibilities of medical professionals

Preparation

Student Resources

- Student Handouts

Instructional Aid

- Transparencies of student handouts

Materials

- Medical Ethics Test

Presentation

Discuss directions concerning Medical Ethics Test

Activities

Medical Ethics Test

Assessment

The Medical Ethics test will serve as an evaluation of the lesson.

ANNOTATED BIBLIOGRAPHY

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