

To Resuscitate or Not to Resuscitate?: Instructor Guide

Title

To Resuscitate or Not to Resuscitate?

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Discipline

Medical Education

Target Audience

Introductory, majors

Keywords

Ethics, healthcare ethics, medical ethics

Abstract

Patient rights are a basic value in healthcare. Adult patients of sound mind must be informed of their medical diagnosis, prognosis, treatment options, and the pros and cons of those options. The adult patient of sound mind should determine, in conjunction with their healthcare practitioner, their course of medical treatment. At times, the patient's values and desires for treatment are contrary to those of the healthcare practitioner. The healthcare practitioner may have a different



opinion or preferred treatment than what the patient wishes. Several rules and documents have been put into place to help ensure the patient's wishes are carried out. This case is an example of how the different wishes of the patient and healthcare practitioner can come into conflict.

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Format of Delivery

This problem is used in an undergraduate healthcare ethics course. The course is required for two majors, dietetics and health sciences. The entire course is taught using PBL. There are no prerequisites for this course. Class size is capped at 40. The class occurs one time weekly.

The students receive only one page on the problem. The problem is distributed following the conclusion of a previous problem. Students discuss their learning issues in small groups, after which the entire class discusses learning issues. Students have the remainder of that class period and another entire class period to discuss the problem and their learning issues. Each class period is 110 minutes in length, so each problem receives about 160 minutes of group time in class. Laptop computers are supplied to the groups to be used for Internet searching or project writing. The project that is the outcome of the problem is due the following week; a large group discussion takes place once all projects have been turned in.

Students work in groups of five or six. Group membership is randomly assigned by the instructor and remains the same for the entire quarter.

A floating facilitator model is used by the instructor.

Student Learning Objectives

1. Define the term advanced directives.
2. Discuss why advanced directives are important.
3. Discuss the patient's right to refuse treatment.
4. Discuss if/how the resident's action to resuscitate the patient interfered with the following: beneficence, non-maleficence, fidelity, veracity, autonomy, obligations to the patient.
5. Define virtuous using the example of the resident's statement about being a good person.
6. Give one other example of virtuous behavior.
7. State why the resident thought himself to be a good person.
8. Define deontology.
9. Discuss if the resident's action is consistent with the deontological view of ethics.
10. Reflect on and evaluate peers' abilities to collaborate productively in groups.
11. Reflect on and evaluate their own abilities to collaborate productively in groups.

Author's Teaching Notes

General Comments:

This problem is designed to introduce students to an important and complex hot button issue in healthcare ethics: patient rights. The problem is the fourth experienced by students enrolled in a healthcare ethics course that is taught entirely through PBL. The case builds from cases before it, since students need to understand the basic tenets of healthcare ethics before this problem.

Students who take this course are typically juniors or seniors in any non-physician healthcare discipline, including nutrition/dietetics, clinical laboratory science, nursing, pharmacy, and pre-physical therapy. There are no prerequisites for the course.

Students are required to conduct research outside of class. However, they have access to a computer lab during class. Additionally, students have group areas in Blackboard where they are strongly encouraged to make use of their group's discussion board.

Class 1 Introduction of the Problem:

The problem is introduced following the completion of another problem. The problem, independent learning issues sheet, and the Committee Assignment sheets are distributed at the conclusion of the preceding problem. Students are required to read the problem in class and spend some time, individually, completing the learning issues sheet. After a few minutes of reading and deciding on individual learning issues, small group discussion begins. Small group discussion focuses on creating learning issues for the entire group from each student's individual learning issues. As students begin development of their learning issues, I circulate from group to group reviewing their learning issues and asking questions.

At the end of the small group work, the entire class meets as a whole to discuss each group's learning issue. Groups can then decide to add to their learning issues based on class discussion. At the end of class, each group completes their Committee Assignment Sheet. This document and the group learning issues must be posted in their Blackboard group area within 24 hours following class.

Class 2:

Students must have researched their group's learning issues between classes one and two. The purpose of class two is to have students share their research with each other and begin to create their group report. Students bring their books and journal articles to class. Each group also is supplied with a computer for writing and Internet access. During this class, I move from group to group asking questions.

Class 3:

In between classes, students complete their project. During the first part of this class, a group of students is chosen to discuss their project with the class and lead a discussion on the learning issues. I usually present a mini-lecture to summarize the problem and its learning issues. At the conclusion of the presentation and large group discussion, students receive the next problem. As they are reading the problem and creating their individual learning issues, I circulate and debrief with each group.

Students complete their reflection papers during the week in between class three and the beginning of class one for the next problem. That is, the reflection paper is due the week following the completion of the problem.

Assessment Strategies

Both formative and summative assessments are utilized to assess student learning.

Formative:

The following assessments are used:

- Committee Assignment Sheet
- Examination of student discussion in Blackboard

Neither of these assessments is included in a student's course grade. However, if a student appears to have fewer committee duties, consistently is not assuming their committee duties, and/or not discussing via the Blackboard site, the student and their group are observed more closely by the instructor. The group may be tactfully probed to ensure the performance of the less active student is not hampering the group's function and that the members of the group find the student's actions to be acceptable. The student is also carefully monitored by the instructor via the reflection paper, during post-problem debriefing, and during group discussion to ensure understanding of the material.

Summative:

The following assessments are used:

- Written report/project
- Reflection paper

Peer Evaluation:

Peer evaluations within the groups are conducted two times per quarter. The format currently used is based on Kaufman, Felder, and Fuller (1999) which can be retrieved from:

www.ncsu.edu/felder-public/Papers/kaufman-asee.PDF

The peer evaluation is performed at the midterm and at the final. The midterm peer evaluation accounts for 6% of the grade and the final for 9% of the grade. More emphasis is placed on the final peer evaluation, as students are expected to change any unwanted performances noted by their group.

Group versus Individual Grades:

Students receive credit for both group and individual efforts. Effort by the group, including the written report/project and final paper, accounts for 50% of the grade. Individual effort includes reflection papers, peer evaluations, an ethical statement paper, and participation in an online icebreaker.