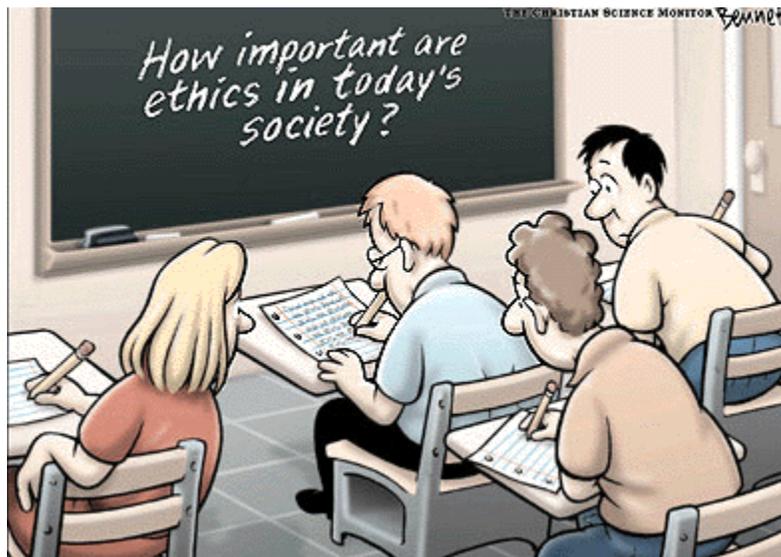


**College of Health Care Sciences and
College of Nursing
2013 Ethics Bowl
Coach, Student, Moderator &
Judge Packet**



What Is Health Care Ethics?

The practice of ethics is the systematic, reasoned deliberation regarding values and the appropriateness of choices that are made in the ever-changing circumstances of personal and organizational life with the goal of fostering a full, good and noble existence. Ethics draws heavily on forms of reasoning and styles of conversation derived from philosophical thought. Health care ethics specifically focuses on matters of health, life and death that arise from the complex relationships among medicine, science, technology, and society.

Difference between an Ethics Bowl and Debate

Similarities: In the Ethics Bowl, just as in debate, you have to explain and defend a position under examination. This means thinking on your feet, since the other team and the judges are both carefully evaluating what you say. In this way, the Ethics Bowl develops your abilities to speak in public and think critically.

Differences: Ethics Bowl is a lot more fun! Seriously, though, the main difference between Ethics Bowl and Debate lies in the nature of the competition. In debate, the two opposing teams have to disagree. In the Ethics Bowl, the competition lies solely in how clearly and wisely a team can state its position.

It doesn't matter which side they take—the two teams can agree entirely! To support this approach to competition, the Ethics Bowl has subtle differences in structure and order.

Ethics Bowl Etiquette

Everyone

The Ethics Bowl is primarily an educational experience, with two fundamental purposes, “(a) the development of ethical understanding in connection with complex, ambiguous, and difficult to resolve issues; and (b) the fostering of key virtues associated with democratic deliberation.”* These purposes should shape all of your actions in association with the Ethics Bowl. All behavior during the Ethics Bowl should demonstrate respect toward all participants.

Students

Although the competition may be intense, you should always treat the other team with courtesy. For example, it is inappropriate to whisper loudly during the other team’s presentation, or to use rhetorical ploys designed to belittle the other team. While you may disagree with the scores that judges assign, keep in mind that judging complex arguments drawing on diverse facts and theories in real-time is a demanding task. You should think of it as part of your task to communicate your reasoning effectively to judges with ethical expertise from a wide range of sources

Coaches

Your team will follow your example. Take this opportunity to help your students in their moral development. While you should sympathize with unjust (and just) defeats, you play a critical role in helping students to keep everything in perspective and maintain balanced emotions. Pass along concerns you have about particular cases of problematic judging to the Ethics Bowl organizers in a private setting.

Judges

The students have worked hard in preparing to be in this event. Please read the cases with due care. While the teams might not approach it in the way that you have, it is part of your task to understand what approach they have chosen. The question period is an important part of the learning experience; use it to gain a better understanding of the team’s approach, or to highlight points they failed to address, or just to clarify points that seem significant to you. While you will not be asked to justify each score that you write down, it is a good thought experiment to pretend that you will have to do so. Should you get the opportunity to explain your scores to a team, do so in a positive manner that gives them greater insight into your reasoning about the case.

Moderators

You are uniquely situated to help create a respectful and thoughtful environment. Explain and enforce the rules clearly and consistently, and set a friendly tone by the way you run the session. Where necessary, mediate in a judicious fashion when conflicts arise. Where you observe problematic behavior, touch base with coaches and judges in a private setting to pass along your concerns.

Coach/Student Guide in Deciding Course of Action

- **Recognize the issue or decision**
 - Are you being asked to do something that is wrong? Illegal? Unmoral?

- **Think before you act**
 - Summarize and clarify your issue
 - What are the biggest issues? (Patient safety, HIPPA, Patient rights, confidentiality etc...)
 - Consider the option and consequences
 - Who may be affected by this?
 - Consult group members
 - Figure out who will be your spokesperson

- **Decide on a course of action**
 - Review all relevant facts and information
 - Assess risks
 - Contemplate the best course of action

- **Once decided be strong in whatever stance is taken**
 - Proceed with confidence
 - Communicate decision and rationale to the competing team.

Principles of Personal Ethics

Concern for the well-being of others

Respect for the autonomy of others

Trustworthiness & Honesty

Willing compliance with the law

Basic justice; being fair

Refusing to take unfair advantage

Benevolence; doing good

Preventing harm

The College of Health Care Sciences and College of Nursing

2012 Ethics Bowl Rules

1. A coin (provided by Moderator) will be tossed in order to determine which group is Team 1 or Team 2. (1min)
2. The Moderator will read the ethical dilemma to the teams and ask what their stance on his situation would be, or what they might do? Remember teams to clearly state your positions.
3. Team 1 then has (2) minutes to confer with their team members. The team will then pick one or two spokesperson(s) for the team to respond to the Moderator's question. The team has up to (5) minutes to respond.
4. The opposing team receives (2) minutes to confer and then (3) minutes to comment on Team 1's answer. The commentary can include posing questions to Team 1.
5. Team 1 receives (2) minutes to confer and (3) minutes to respond to Team 2's analysis with a defense of their position. If Team 2 asked questions, Team 1 may answer them at this time.
6. Team 2 receives (2) minutes to confer and (2) minutes to respond to Team 1 in order to answer questions and any final closing comments.
7. The judges then ask questions of both teams. Each judge should ask only one question. This process should not exceed (4) minutes.
8. The teams are escorted out of the room by the moderator for (4) minutes in order for the judges to evaluate the teams.
9. The moderator asks the judges to announce the winner and explain the reasoning of their decision. This process should take no longer than (4) minutes.

This round should not exceed 36mins

Judging Criteria for the CHCS & CON Ethics Bowl

Judges should evaluate the responses of teams based on the following criteria of intelligibility, depth, focus and judgment/balance. To help you out, we've included some sample answers concerning a fictitious (and really basic) Ethics Bowl case that pits Proposal One versus Proposal Two.

Intelligibility -Does the team's position (and defense) make logical sense? Is it easy to understand, given their explanations? Was the presentation clear and systematic? Regardless of whether or not you agree with the conclusion, did the team give a coherent argument in a clear and succinct manner?

Example of an intelligible answer:

"The case says all of the YAC has five hundred dollars to spend. If Proposal One asks for seven hundred dollars and Proposal Two asks for four hundred, the YAC can't possibly give Proposal One what it asks. Therefore, they should fund Proposal Two." (logical, easy to understand where they're coming from)

Example of an unintelligible answer:

"These are good proposals, both one and two. The YAC has five hundred dollars, and Proposal Two has four hundred. We think that they should use their money to fund Proposal One, since they have a larger project." (vague and confused).

Depth -Are the team's answers and reasons well thought through?

Example of a good answer with depth:

"Both Proposal One and Proposal two seem worthy of the YAC's funding. Unfortunately, the YAC does not have enough money to fully fund both projects. Since it would be unfortunate to turn either one away empty-handed, we think that the YAC should give Proposal One partial funding of three hundred dollars, and Proposal Two partial funding of two hundred dollars" (comes up with an innovative solution, avoids the obvious)

Example of a poor answer with no depth:

"Wow, these are both super! We say give the money to Proposal One because they probably asked for it first." (no attempt to understand or consider what is important)

Focus-Did the team stay relevant and on track, or did they bring up points that are not important to the case? Did the team's presentation clearly identify and thoroughly discuss the central ethical issues of the case?

Example of a focused answer:

"Proposal One deals very directly with youth issues, which should be the main concern of a YAC. We think that in light of this, Proposal One ought to get the YAC's funding." (draws out relevant points from the case)

Example of an unfocused answer:

"The case says that the president of Proposal One's organization is named Simon. One time our YAC had to deal with a guy named Simon who was really mean and dishonest. Therefore, we think that Proposal Two should get full funding and Proposal One should not get anything." (brings up facts that are irrelevant and distracting)

Judgment/Balance- Did the team consider both sides of the case before they decided on a position? Did the team's presentation indicate both awareness and thoughtful consideration of different viewpoints, including especially those that would loom large in the reasoning of individuals who disagree with the team's position?

Example of an answer with balanced judgment:

"Both of the proposals in question seem like they have a lot going for them. On the one hand, Proposal One deals with youth issues. This is a very important consideration, since YACs should focus on helping youth. On the other hand, Proposal Two involves more direct funding of the YAC's community. This is also a crucial thing to consider, since the YAC is there to help out local causes. Taking these things into account, we think" (locates and considers the relative merits of each option)

Example of an answer with unbalanced judgment:

"Well, Proposal One seems terrific. It seems like a positive cause supported by great people. Plus, it involves youth issues, and these are really important. We say go with Proposal One." (only looks at the benefits of one side, decides too soon)

The Judging Sheet for the Ethics Bowl

Team one: _____

Team Two _____

1. INTELLIGIBILITY
Does the team's position make logical sense? Is it easy to understand, given their explanations?

1 2 3 4 5
Poor Average Excellent

Comments: _____

1. INTELLIGIBILITY
Does the team's position make logical sense? Is it easy to understand, given their explanations?

1 2 3 4 5
Poor Average Excellent

Comments: _____

2. DEPTH
Are the team's answers and reasons well thought through?

1 2 3 4 5
Poor Average Excellent

Comments: _____

2. DEPTH
Are the team's answers and reasons well thought through?

1 2 3 4 5
Poor Average Excellent

Comments: _____

3. FOCUS
Did the team stay relevant and on track, or did they bring up points that are not important to the case?

1 2 3 4 5
Poor Average Excellent

Comments: _____

3. FOCUS
Did the team stay relevant and on track, or did they bring up points that are not important to the case?

1 2 3 4 5
Poor Average Excellent

Comments: _____

4. JUDGMENT
Did the team consider both sides of the case before they decided on a position?

1 2 3 4 5
Poor Average Excellent

Comments: _____

4. JUDGEMENT
Did the team consider both sides of the case before they decided on a position?

1 2 3 4 5
Poor Average Excellent

Comments: _____

TOTAL SCORE: _____

TOTAL SCORE: _____

Sample Ethical Cases

(As the coach, meet with your team at least 2 to 3 times before the ethics bowl to ensure that they are adequately prepared)

CASE ONE

Mark Silano lived in a small town that rarely had serious problems. Recently, however, there had been a particularly brutal crime. A young girl had been found murdered in one of the town's parks. It had been almost three months and the police didn't seem to be getting anywhere.

As he was skimming his local newspaper, Mark came across an advertisement with a large black border. He read it carefully:

All males between the ages of 18 and 25 are asked to come in voluntarily to help in the investigation of the Anna P. murder case. One vial of blood will be drawn from each volunteer for the purpose of DNA testing.

At first Mark didn't understand the implications of the ad. Then he remembered a show he had seen on television, which told about DNA fingerprinting and how criminals could be identified from tissue samples found at a crime scene. Mark was 22 and so fell into the category asked for in the ad. He thought he should volunteer, but he was really frightened of needles. He didn't want to give blood.

The first investigation to use DNA forensics took place in the United Kingdom in 1983. All the men in a town where a murder had occurred were asked to give blood samples for DNA testing. Colin Pitchfork, who was the murderer, tried to pay a number of people to give blood for him. When one man did, but then realized what this meant, Pitchfork was arrested.

DNA dragnets, as they are often called, are now used all over the United Kingdom, and are increasingly used in the United States.

Questions

1. What should Mark do?
2. What might happen if Mark does not volunteer?
3. Can authorities force Mark to give blood if he does not volunteer?
4. Why, do you think, does this technique work better in the United Kingdom than in the United States?
5. In one case, a baby was found abandoned. Police officials asked for DNA samples from all girls in the community who were between the ages of 12 and 18 and absent from school on the day of the birth. Do you see any problems with this procedure?
6. If an action is "voluntary," can one refuse to perform it? Why or why not?

CASE TWO

Mark Phillips, head coach of the Women's Basketball team at Waynesville University, is visiting his fitness club one day when he sees fliers posted around the locker room alerting members of a recent case of Methicillin-resistant Staphylococcus aureus (MRSA) in the club's facilities. The fliers describe MRSA as a virulent skin infection, and the accompanying photos bring the point home, explaining how MRSA can be passed from one person to another by skin-to-skin or skin-equipment contact. The gym assures members that a thorough disinfection and prevention plan will be implemented to prevent this from happening again.

Alerted to the danger and prevalence of MRSA in athletic facilities, Phillips brings the issue up with his athletic director, Dan Morgan. Morgan assures the coach that MRSA is not a problem at the university. "First of all," he says, "women don't get MRSA. They're too clean. Besides, in my 25 years at Waynesville, we've never had a case with either the men's or the women's teams. This kind of thing only happens in gyms where they don't observe the basic rules of hygiene. "

Phillips is skeptical. His fitness club has always seemed pretty clean to him. He worries that it's wrong to ignore the potential problem, but he figures that Morgan has a lot more experience and may know something he doesn't. Besides, Phillips realizes he won't win any points by disagreeing with the athletic director, so he lets the matter drop.

Questions:

1. Is the athletic staff responsible for being informed about any potential health problems for athletes?
2. Is the athletic director justified in assuring the coach that MRSA is not an issue in their facilities? Is MRSA ever "not an issue"?
3. Should Phillips press the issue with Morgan or go over the athletic director's head?

<http://www.scu.edu/ethics/practicing/focusareas/medical/mrsa/case/prevention.html>