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Ethics consultation in practice 3: Case from Oncology My approach: *principle-based case discussion*

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„Clinical Ethics: Bridging Clinical Medicine and Ethics“

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Clinical ethics consultation is about *ethics*...

⇒ What is an *ethical* issue?

⇒ Ethical issue:

- *Different options* to act available (e.g. different clinical management strategies)
- *Uncertainty* about what is the best course of action from a *moral point of view*
- Maybe (not necessarily!): Disagreement within the team what is *ethically* the best option
- (Mere) personal/psychological conflicts ⇒ no case for *ethics* consultation

⇒ Goal of clinical ethics consultation: *good ethical* workup of the case ⇒ What is the best course of action from a moral point of view?



Explicit definition of step-by-step workup of the case

- ⇒ clear *cognitive* structure of the case discussion
- ⇒ assures the *ethical quality* of the result!
- ⇒ Moderator/ethics consultant: responsible for cognitive structure

(1) **What can we do?** ⇒ **Medical analysis**

- (a) What are the options, i.e. management strategies?
- (b) What are the *consequences* of each management strategy?
 - ⇒ outcomes: benefits & burdens/risks

(2) **What should we do?** ⇒ **Ethical evaluation**

- (a) What is the best option from a moral point of view?
 - Required: *Normative standard* for ethical evaluation
 - ⇒ What are our ethical obligations?
 - *Principles of biomedical ethics* define our ethical obligations
 - ⇒ Beneficence, nonmaleficence, respect for autonomy, justice
 - *Coherentist model of justification* (not quite the B&C-approach!)
 - *Cognitivist & objectivist* metaethical position
 - (I do not ask for the *subjective* values of the participants in the CEC)



Step 1: Analysis ⇒ Medical workup

- (a) Patient information (history, symptoms, findings, diagnosis...)
- (b) Management strategies + outcome of each strategy (benefits & burdens/risks)

Step 2: Evaluation ⇒ Specification of moral obligations

- (a) Beneficence/nonmaleficence ⇒ best interest perspective

Guiding question:

What is the best management strategy according to the *beneficence-based* obligations, i.e. from the perspective of the team?

Cf. McCullough LB, Ashton CM. A methodology for teaching ethics in the clinical setting: a clinical handbook for medical ethics. *Theoretical Medicine* 1994;15:39-52.



Step 1: Analysis ⇨ Medical workup

- (a) Patient information (history, symptoms, findings, prognosis)
- (b) Management strategies + outcome of each strategy (benefits & burdens/risks)

Step 2: Evaluation ⇨ Specification of moral obligations

- (a) Beneficence/nonmaleficence ⇨ best interest perspective
- (b) Autonomy ⇨ patient perspective

Guiding question:

Which management strategy does (or would) *the patient* prefer?

Cf. McCullough LB, Ashton CM. A methodology for teaching ethics in the clinical setting: a clinical handbook for medical ethics. *Theoretical Medicine* 1994;15:39-52.



Step 1: Analysis ⇨ Medical workup

- (a) Patient information (history, symptoms, findings, prognosis)
- (b) Management strategies + outcome of each strategy (benefits & burdens/risks)

Step 2: Evaluation ⇨ Specification of moral obligations

- (a) Beneficence/nonmaleficence ⇨ best interest perspective
- (b) Autonomy ⇨ patient perspective
- (c) Justice ⇨ obligations to third parties

Guiding question:

Which management strategy would be best for *third parties* involved in the case?

Cf. McCullough LB, Ashton CM. A methodology for teaching ethics in the clinical setting: a clinical handbook for medical ethics. *Theoretical Medicine* 1994;15:39-52.



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Step 2: Evaluation ⇒ Specification of moral obligations

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Step 3: Synthesis ⇒ Balancing of moral obligations

Guiding question:

Do our obligations converge or conflict?

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Step 3: Synthesis ⇒ Balancing of moral obligations

- (a) Obligations converge ⇒ no ethical conflict
- (b) Conflicting obligations ⇒ balancing justified by good reasons

Step 4: Critical review ⇒ Objections? Prevention?

Cf. McCullough LB, Ashton CM. A methodology for teaching ethics in the clinical setting: a clinical handbook for medical ethics. *Theoretical Medicine* 1994;15:39-52.



Participants: Members of the team who care for the patient

- Relevant medical disciplines, nurses, chaplain/pastor, psychologist, physiotherapist, speech therapist, etc.
- Bring in relevant information about patient & family
- Result is worked out with those who care for the patient ⇒ assures implementation of the result

Moderation by ethics consultant

- Primary objective: ensure cognitive structure of workup ⇒ quality of moral reasoning in the group

Usually, I do not talk to the team, the patient and the family before the case conference

- Relevant information is revealed by the participants within the case conference ⇒ careful selection of participants is highly relevant!
- Exception: Conflict with or within the family ⇒ “indication” for inclusion of relatives into case conference in second round after team discussion
- Time frame: result within 1 hour 😊 ⇒ (too?) “short bridge”



Simulation of ethical case discussion within the team

⇒ application of the principle-based model

Questions:

- (1) Is the *result* of the ethical workup of the case convincing?
- (2) Do we need a clearly defined *cognitive structure* for the workup of clinical-ethical issues within CEC?
- (3) What do you think about the *principle-based model* of CEC?
- (4) Is a *pluralism* of approaches regarding the *cognitive structure* (for the same type of cases!) inevitable, acceptable or unacceptable?



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Slides: www.dermedizinerethiker.de (next week)