



Understanding and Applying the *Ethical and Religious Directives for Catholic Health Care Services:*

AN EDUCATIONAL RESOURCE FOR THE CATHOLIC HEALTH MINISTRY



Facilitator Guide

Overview

DESCRIPTION

This video and supporting materials combine to serve as an interactive learning resource about the *Ethical and Religious Directives for Catholic Health Care Services* (ERDs) developed for a variety of audiences working in Catholic health care.

The comprehensive resource features a video presentation about the Introduction and Six Parts of the ERDs with instruction by Ron Hamel, Ph.D., Senior Ethicist, The Catholic Health Association of the United States.

Participants include Donald Cardinal Wuerl as well as leading physicians, ethicists, chaplains, and sponsors from the Catholic health ministry.

PURPOSE

The purpose of this resource is to provide those working in Catholic health care and other interested individuals with a better understanding and appreciation of the meaning and purpose of the ERDs, and the guidance they provide for Catholic health care services, and the special role they play in carrying out the healing ministry of Jesus.

OBJECTIVES

There are six overall objectives.

1. Participants will understand that Catholic health care services are bound by the Directives.
2. Participants will be familiar with the contents of the six parts of the Directives, and their underlying principles.
3. Participants will review at least one case study for each part and identify particular Directives that apply to that case.
4. Participants will understand how those working in Catholic health care are influenced by the Directives.
5. Participants will have the opportunity to identify ways in which their organization applies the Directives.
6. Participants will identify how the Directives may be appropriately applied in their particular roles and contexts within Catholic health care.

VIDEO

“Understanding & Applying the Ethical and Religious Directives for Catholic Health Care Services: An Educational Resource for The Catholic Health Ministry” Total running time is 1:26:45. The video consists of an overview of and introduction to the ERDs, and individual segments for each of the six parts of the ERDs.

WHO WILL BENEFIT?

Audiences that will benefit from the resource include clinicians, health care professionals, mission leaders, ethicists, pastoral services teams, leadership teams, sponsors and senior executives in Catholic health care.

WHO SHOULD FACILITATE?

- ◆ Ethicists
- ◆ Mission Leaders
- ◆ *Others with knowledge and experience of the ERDs*

HOW TO USE THE GUIDE

This resource has been designed to provide flexibility for learners.

- ◆ *Individual use, at one’s own pace.*
- ◆ *As a group, with a facilitator, all at one time.*
- ◆ *As groups, with a facilitator, focusing on separate segments over a period of time.*

THE FACILITATOR GUIDE AND RESOURCES

Video

The video serves as the key resource, with Dr. Hamel serving as the internal teacher and guide to the resource.

Facilitator Guide

The Facilitator Guide contains the following:

- ◆ *An outline of the Introduction and an outline of each of the learning sessions. Each session corresponds to sections of the video corresponding to the six parts of the Directives.*

Additional Documents

In addition to the Facilitator Guide, the following documents are provided:

- ◆ A set of **Case Studies**, one set for each of the six parts. These may be used as handouts for discussion. An added feature allows the facilitator to show the case studies on screen and click each question to link to the Response Key for that question. This feature also allows the individual learner to easily access the responses to the questions.
- ◆ A set of **Prayer Resources**, with prayers and scripture readings for the Introduction and each of the six parts and Concluding Prayers which may be selected by the facilitator for use at the end of each session or at the final session.
- ◆ **Additional Resources**, essentially a short bibliography of selected articles, DVDs, and CHA publications that might be of assistance to facilitators in preparing

for an educational session on the ERDs. Some of these may also be of interest to users of the learning module.

- ◆ A **Glossary of Terms** found in *The Ethical and Religious Directives for Catholic Health Care Services*.
- ◆ An **Acknowledgement** document recognizing the participants who appear in the video presentation.
- ◆ An **Evaluation** form.

Facilitator's Responsibilities

The local facilitator's responsibilities are:

- ◆ Providing the printed materials to group participants. The documents are on the disc.
- ◆ Guiding discussions and answering questions for each section of the video.
- ◆ Guiding the case study discussions. A set of case studies is provided for each of the six parts of the ERDs.
- ◆ Summarizing and concluding each session.

Individual Learners

For an individual progressing at his or her own pace, the case studies are provided for study and reflection, and the correct responses are provided to check and verify the learner's progress.

SYSTEM REQUIREMENTS

PC: Windows 2000 or above.

MAC: OS X or above.

SOFTWARE REQUIREMENTS

Flash Media Player and Adobe Reader.

NOTE: There is no PowerPoint document, as the video serves as the primary teaching tool.

Introduction

FACILITATOR ROLE:

- ◆ Welcomes participants to the session; asks participants to introduce themselves

- ◆ Distributes any handout materials

- ◆ Invites all to join in the opening prayer

- ◆ Reminds participants that reading the ERDs in advance is helpful.

- ◆ Introduces the video resource briefly

- ✧ Purpose: In Catholic health care, the delivery of care is bound by the *Ethical and Religious Directives for Catholic Health Care Services* of the United States Conference of Catholic Bishops. The purpose of this program is to familiarize physicians with the Directives and some of the theological and ethical presuppositions on which they are based. As health care organizations are accountable, so are physicians. This program will help physicians to better understand and apply the guiding principles of the Directives in a manner consistent with Catholic tradition.

- ✧ Introduction and six parts

- ✧ Pattern for each segment:

- ✧ Video viewing

- ✧ Case studies and discussion

- ◆ States the Overall Objectives:

1. Participants will understand that Catholic health care services are bound by the Directives.

2. Participants will be familiar with the contents of the six parts of the Directives and their underlying principles.

3. Participants will review at least one case study for each part, and identify particular Directives that apply to that case.

4. Participants will view a video in which ethicists, mission leaders, chaplains, physicians, executives, s, sponsors, and church leaders speak about the importance, role, and application of the Directives.

5. Participants will have the opportunity to identify ways in which their organization applies the Directives.

6. Participants will identify how the Directives may be appropriately applied in their own roles and contexts within Catholic health care.

- ◆ Asks: In your experience as a physician, have you had the opportunity to use the ERDs as a resource for a particular situation?

◆ Asks: If you are familiar with the ERDs and have used them, which part has been most useful to you?

◆ Asks: What questions do you have?

VIDEO – GENERAL INTRODUCTION

(video segment, 16:25 minutes)

Facilitator Role:

- ◆ Welcomes participants to the session; asks participants to introduce themselves
- ◆ Distributes any handout materials
- ◆ Invites all to join in the opening prayer
- ◆ Reminds participants that reading the ERDs in advance is helpful.

Facilitator: Plays the video Introduction

- ◆ Dr. Ron Hamel – Introductory Comments
- ◆ Voices from Catholic Health Care
- ◆ Voices from Catholic Health Care
 - ✧ Overview of the *Ethical and Religious Directives for Catholic Health Care Services*
 - ✧ Purpose of the ERDs
 - ✧ Structure of the ERDs (The six parts are named and summarized.)
- ◆ Dr. Ron Hamel– Summary and Concluding Comments

Debriefs by asking: What is your strongest impression of the thoughts expressed in the video? Do you have other observations or questions?

Summary and Conclusion

Part One - The Social Responsibility of Catholic Health Care Services

VIDEO SEGMENT, 9:53 MINUTES

Facilitator Role:

- ◆ Welcomes participants to the session; asks participants to introduce themselves
- ◆ Distributes any handout materials
- ◆ Invites all to join in the opening prayer
- ◆ Reminds participants that reading the ERDs in advance is helpful.
- ◆ Introduces and plays the video Part One
 - ✧ Dr. Ron Hamel — Introductory Comments
 - ✧ Voices from Catholic Health Care
 - ✧ Dr. Ron Hamel — Summary and Concluding Comments
- ◆ Debriefs by asking: What is your strongest impression of the thoughts expressed in the video? Do you have other observations or questions?
- ◆ Asks: How do the speakers in the video use the term “the Common Good”? What does the term mean to you?

Case Studies:

- #1 Allocation of Resources
- #2 Declining to See Medicaid Patients
- #3 Providing Care for an Undocumented Immigrant
- #4 Stewardship versus Aiding Disabled Employees
- #5 Workplace Justice
- ◆ Chooses one or more of the case studies for discussion, assigning them to the whole group or sub-groups. Asks participants to consider these questions as they discuss the case studies:
 1. *What ethical issues do you see here?*
 2. *Which Directive(s) apply to the case?*
 3. *How might the Directive(s) help address the case?*
- ◆ Debriefs the discussions, inviting participants to report their observations and insights.
- ◆ Asks: Please give some examples of how the Directives in Part One guide the delivery of care in our organization.

Summary and Conclusion

Part Two - The Pastoral and Spiritual Responsibility of Catholic Health Care

VIDEO SEGMENT, 9:33 MINUTES

Facilitator Role:

- ◆ Welcomes participants to the session; asks participants to introduce themselves
- ◆ Distributes any handout materials
- ◆ Invites all to join in the opening prayer
- ◆ Reminds participants that reading the ERDs in advance is helpful.
- ◆ Introduces and plays the video Part Two
 - ✧ Dr. Ron Hamel — Introductory Comments
 - ✧ Voices from Catholic Health Care
 - ✧ Dr. Ron Hamel — Summary and Concluding Comments
- ◆ Debriefs by asking: What is your strongest impression of the thoughts expressed in the video? Do you have other observations or questions?

Case Studies:

- #1 A Poor Prognosis and Asking “Why?”
- #2 Religious Beliefs and Non-Beneficial Treatment
- #3 A Challenge of Cultural Diversity
- ◆ Chooses one or more of the case studies for discussion, assigning them to the whole group or sub-groups. Asks participants to consider these questions as they discuss the case studies:
 1. *What ethical issues do you see here?*
 2. *Which Directive(s) apply to the case?*
 3. *How might the Directive(s) help address the case?*
- ◆ Debriefs the discussions, inviting participants to report their observations and insights.
- ◆ Asks: Please give some examples of how the Directives in Part Two guide the delivery of care in our organization.

Summary and Conclusion

Part Three - The Professional-Patient Relationship

VIDEO SEGMENT, 12:33 MINUTES

Facilitator Role:

- ◆ Welcomes participants to the session; asks participants to introduce themselves
- ◆ Distributes any handout materials
- ◆ Invites all to join in the opening prayer
- ◆ Reminds participants that reading the ERDs in advance is helpful.
- ◆ Introduces and plays the video Part Three
 - ✧ Dr. Ron Hamel — Introductory Comments
 - ✧ Voices from Catholic Health Care
 - ✧ Dr. Ron Hamel — Summary and Concluding Comments
- ◆ Debriefs by asking: What is your strongest impression of the thoughts expressed in the video? Do you have other observations or questions?

Case Studies:

- #1 Informed Consent or Misinformation?
- #2 The Duty to Tell
- #3 Patient Self-Determination, Informed Consent, and Paternalism
- #4 Surrogacy, Privacy, and Non-Beneficial Treatment
- #5 Advance Directives in Long Term Care
- ◆ Chooses one or more of the case studies for discussion, assigning them to the whole group or sub-groups. Asks participants to consider these questions as they discuss the case studies:
 1. *What ethical issues do you see here?*
 2. *Which Directive(s) apply to the case?*
 3. *How might the Directive(s) help address the case?*
- ◆ Debriefs the discussions, inviting participants to report their observations and insights.
- ◆ Asks: Please give some examples of how the Directives in Part Three guide the delivery of care in our organization.

Summary and Conclusion

Part Four - Issues in Care for the Beginning of Life

VIDEO SEGMENT, 9:43 MINUTES

Facilitator Role:

- ◆ Welcomes participants to the session; asks participants to introduce themselves
- ◆ Distributes any handout materials
- ◆ Invites all to join in the opening prayer
- ◆ Reminds participants that reading the ERDs in advance is helpful.
- ◆ Introduces and plays the video Part Four
 - ✧ Dr. Ron Hamel — Introductory Comments
 - ✧ Voices from Catholic Health Care
 - ✧ Dr. Ron Hamel — Summary and Concluding Comments
- ◆ Debriefs by asking: What is your strongest impression of the thoughts expressed in the video? Do you have other observations or questions?

Case Studies:

- #1 Pre-Term Premature Rupture of Membranes
- #2 Genetic Counseling and Prenatal Diagnosis
- #3 Tubal Ligation for Medical Reasons
- ◆ Chooses one or more of the case studies for discussion, assigning them to the whole group or sub-groups. Asks participants to consider these questions as they discuss the case studies:
 1. *What ethical issues do you see here?*
 2. *Which Directive(s) apply to the case?*
 3. *How might the Directive(s) help address the case?*
- ◆ Debriefs the discussions, inviting participants to report their observations and insights.
- ◆ Asks: Please give some examples of how the Directives in Part Four guide the delivery of care in our organization.

Summary and Conclusion

Part Five - Issues in Care for the Seriously Ill and Dying

VIDEO SEGMENT, 10:30 MINUTES

Facilitator Role:

- ◆ Welcomes participants to the session; asks participants to introduce themselves
- ◆ Distributes any handout materials
- ◆ Invites all to join in the opening prayer
- ◆ Reminds participants that reading the ERDs in advance is helpful.
- ◆ Introduces and plays the video Part Five
 - ✧ Dr. Ron Hamel – Introductory Comments
 - ✧ Voices from Catholic Health Care
 - ✧ Dr. Ron Hamel – Summary and Concluding Comments
- ◆ Debriefs by asking: What is your strongest impression of the thoughts expressed in the video? Do you have other observations or questions?

Case Studies:

- #1 Pain Management
- #2 Use of a Feeding Tube
- #3 Advanced Cardiac Life Support
- #4 Medically Administered Nutrition and Hydration in the Nursing Home
- ◆ Chooses one or more of the case studies for discussion, assigning them to the whole group or sub-groups. Asks participants to consider these questions as they discuss the case studies:
 1. *What ethical issues do you see here?*
 2. *Which Directive(s) apply to the case?*
 3. *How might the Directive(s) help address the case?*
- ◆ Debriefs the discussions, inviting participants to report their observations and insights.
- ◆ Asks: Please give some examples of how the Directives in Part Five guide the delivery of care in our organization.

Summary and Conclusion

Part Six - Forming New Partnerships with Health Care Organizations and Providers

VIDEO SEGMENT, 13:21 MINUTES

Facilitator Role:

- ◆ Welcomes participants to the session; asks participants to introduce themselves
- ◆ Distributes any handout materials
- ◆ Invites all to join in the opening prayer
- ◆ Reminds participants that reading the ERDs in advance is helpful.
- ◆ Introduces and plays the video Part Six
 - ✧ Dr. Ron Hamel — Introductory Comments
 - ✧ Voices from Catholic Health Care
 - ✧ Dr. Ron Hamel— Summary and Concluding Comments
- ◆ Debriefs by asking: What is your strongest impression of the thoughts expressed in the video? Do you have other observations or questions?

Case Studies:

- #1 Employed Physicians and Contraception
- #2 Catholic Management of a City Hospital
- #3 Partnering in a New Venture
- #4 Physicians Working for Planned Parenthood

#5 Partnering with the Alzheimer's Association

#6 Partnering with other Long Term Care Organizations

- ◆ Chooses one or more of the case studies for discussion, assigning them to the whole group or sub-groups. Asks participants to consider these questions as they discuss the case studies:

1. *What ethical issues do you see here?*
2. *Which Directive(s) apply to the case?*
3. *How might the Directive(s) help address the case?*

- ◆ Debriefs the discussions, inviting participants to report their observations and insights.
- ◆ Asks: Please give some examples of how the Directives in Part Six guide the delivery of care in our organization.
- ◆ Asks: Now that you are more familiar with the ERDs, how do you anticipate using them as a resource in your practice of medicine?

Summary and Conclusion

We hope you found this educational resource helpful.

To view additional resources and programs offered by CHA, please visit www.chausa.org