

# Communicating Consent

by Rebecca Kuida

It is by now a platitude that informed consent is one of the most central and discussed concepts in bioethics. In *Rethinking Informed Consent in Bioethics*, Neil Manson and Onora O'Neill argue that the notion of informed consent has been fundamentally distorted and in various ways overemphasized in bioethical discourse and in medical practice. Drawing on George Lakoff and Mark Johnson's discussion of structuring metaphors, they argue that bioethicists have understood the informed consent process as a kind of abstract transfer of "containers" of information along "conduits" that run between doctors and patients. In contrast, they draw upon pragmatic speech act theory in the philosophy of language to develop an account of informed consent as a *communicative transaction*: a concrete, norm-bound social transaction by way of speech acts.

To take this view of language is to understand communication as being something that agents perform. In contrast, they write, "much contemporary discussion of information, including discussion of informed consent, manifests a 'drift from agency'." Information is viewed as detachable from the action by which the communication is achieved and from the norms that govern action" (p. 49). One of their main points is that, like all communicative transactions, informed consent transactions presuppose and can only be successful against the background of a whole web of implicit and explicit norms: "Unless speakers

and audiences adhere to certain mutually accepted epistemic and ethical norms, and take one another to adhere to these norms, *communication cannot succeed* . . . This rich normative context . . . is occluded or downplayed when we think of communication merely as the transmission or flow of information from person to person" (p. 42).

In order to understand the heart of the theoretical shift that Manson and O'Neill propose, it may help to look at a classic philosophers' example of how speech acts are performances situated within webs of norms, and so dependent for their success on these norms being in place. (The book is frustratingly free of such examples.) Many such stock examples come from J.L. Austin's seminal work from 1962, *How to Do Things with Words*. For instance, consider the act of pronouncing two people married ("By the power vested in me by the state of Florida, I now pronounce you husband and wife.") First, notice that this speech act does not merely disclose information; rather, it *accomplishes* what it pronounces, making the couple married rather than just reporting on the marriage. We have to understand this statement as something an agent does, rather than as an abstract container of information. Next, notice that this pronouncement does not count as an act of marrying at all except in the proper context. The speech act must take place during a ritualized marriage ceremony, and the people there must understand themselves to be part of it. The speaker must

have officially sanctioned authority in order for her pronouncement to have, as Austin would put it, its performative force. Also, the people getting married must meet certain requirements—for example, in Florida, they must be of the opposite sex. And so forth. Merely shouting this sentence at people as you run down the street does not marry them. The heart of Manson and O'Neill's proposal is that the speech acts involved in informing and consenting, like pronouncements and vows in marriage ceremonies, accomplish a social transaction and do not just transfer information. Accordingly, like marriage pronouncements, they are effective and comprehensible only when situated within an appropriate web of norms and practices.

Taking this pragmatic perspective, Manson and O'Neill ask just what informed consent transactions accomplish. Their theory is that these transactions should properly be understood not as hallmarks of decisional autonomy, but rather as *winning* prohibitions and obligations that are already in place and form part of the normative background, such as prohibitions against invading another person's body or using her private information. This proposal leads them to at least three key conclusions. First, informed consent deserves a demoted role in medical practice, as it is needed only when otherwise-established norms must be overridden. Second, "since its use always presupposes whichever norms are to be waived, it cannot be basic to ethics, or to bioethics" (p. 149). Third, written consent forms containing information about risks and benefits are only tenuously connected at best to the actual informed consent process since they are detached from any concrete communicative transaction. (Throughout the book, Manson and O'Neill presuppose

*Rethinking Informed Consent in Bioethics*. By Neil C. Manson and Onora O'Neill. Cambridge University Press, 2007. 226 pages. \$34.99. Paperback.

# Communicating In Professional Contexts Text

**Ronald Brian Adler, Jeanne Marquardt  
Elmhorst**



## **Communicating In Profess contexts Text:**

**Communication Skills for the Health Care Professional** Gwen Van Servellen, Gwen Marram Van Servellen, 1997 This textbook provides the kind of comprehensive and in depth preparation your students need to communicate optimally with patients families and fellow providers Combining principles and practical applications this text shows students how to apply communication techniques to patient care It contains specific examples from many health care disciplines and is appropriate for all students in medicine nursing pharmacy dentistry and other allied health professions Complete with chapter objectives real life examples and sample dialogue and a glossary defining over 100 words and terms essential to the field of communication

**Communication Wisdom** Philip Backlund, Steven Beebe, Ronald Gordon, Sherwyn Morreale, 2025-02-13 This collection of 25 essays distills the best thinking about communication principles messages and relationships penned by more than two dozen award winning communication scholars By positioning the words communication and wisdom side by side this book provides insights into the intersection of these two critical elements for living a good life Recognizing that contemporary communication is increasingly fraught with frustration and disagreement contributors offer wise insights into how to identify and address communication challenges Through personal examples of what the study of communication means to them contributors offer perspectives and advice on crafting ethical purposeful messages listening and connecting with people In doing so each essay presents a thoughtful commentary about what others can do to become knowledgeable and skillful communicators An array of truly expert voices celebrating what works and what is effective in enhancing the quality of human communication this book is an important companion text for Introduction to Communication courses as well as a primary resource for Capstone courses It will also be of interest to anyone who seeks to enhance their application of communication principles and practices to their lives

Communicating Effectively Sandra Hybels, Richard L. Weaver, 2004 This text is for the Introduction to Communications course also known as the hybrid course Students learn the foundation of communication studies through numerous examples ranging from the campus to the workplace to communities both in the USA and throughout the world While discussions on cross cultural and intercultural communication are interwoven throughout the text the new chapter on intercultural communication significantly expands the information on this topic

**Effective Communication** Neil Thompson, 2011-05-10 This new edition of an essential text offers a clear and informative introduction to the subtleties and practical complexities of communication Drawing on a wide ranging theory base from across the social sciences it demonstrates how key ideas from a number of disciplines provide a sound foundation for informed and sensitive practice This edition includes A consistent focus on the importance of communication within inter professional and multidisciplinary contexts New chapters on communication within specific settings such as working with children and with groups New discussion of potential difficulties in communication for example as a result of disability issues or the challenges of intercultural communication A broad range of learning resources such as activities points to ponder and

voice of experience comments reflecting practitioners real world experience With its clear practice focus and emphasis on reflection throughout this is a key text for both students and practitioners across the people professions **Thinking Through Communication** Sarah Trenholm,1998-07 Thinking through Communication covers a full range of topics from the history of communication study to the methods used by current communication scholars to understand human interaction The text explores face to face communication in a variety of traditional contexts and this edition offers new insights on computer mediated communication and the mass media This text can be used successfully in both theory and skills based courses **BOOK JACKET** Communicate! Rudolph F. Verderber,Kathleen S. Verderber,2005 This market leading text is continually praised by reviewers for its clear practical and successful method of training students to master the skills of human communication This introductory human communication text covers interpersonal communication small group communication and public speaking With a consistent model of theoretical explanation followed by numerous practical examples activities sample visual scenarios and speeches self assessment and review students cannot help but to become ethical competent communicators in our mediated world Communicating at Work Ronald Brian Adler,Jeanne Marquardt Elmhorst,2005 The leading text in business communication Communicating at Work takes a pragmatic approach that features a strong multicultural focus a heavy emphasis on effective presentations and a pedagogical program that is designed to encourage group activities and skill building That plus clear writing and effective use of tables make the text an excellent teaching tool **Communicating in the 21st Century 3E iStudy Version 1** Baden Eunson,2011-11-21 Communicating in the 21st Century C21 third edition is the most comprehensive flexible and affordable resource package ever developed in the field of communication in Australia Significantly it is an original work not an adaptation of a US or UK text The author Baden Eunson has drawn on decades of experience in education and industry building on the success of previous editions of this text to deliver a total learning package This third edition of the text is in full colour for the first time with comprehensive and highly referenced coverage of communication theory continuing to be balanced with extensive practical skill activities Both the text and its associated digital resources are written in a user friendly accessible style and enhanced by informative illustrations Each chapter is a tightly structured learning unit based on specific objectives and includes self assessment tasks ethical dilemma case studies review questions and applied exercises In keeping with the contemporary style of the text a new chapter in this edition analyses the growing phenomenon of communication via social media In addition a further 10 chapters are available online and in the e book version of the text These chapters provide additional support for students particularly those with English as a second language Grammar Punctuation Spelling and Usage Style Plain English How to Write Scientific and Technical Writing Gender and Communication Media and Communication Communicating with Customers Leadership and Communication Well developed interpersonal and communication skills are increasingly in demand by employers in all industries In today s competitive career market C21 is the perfect tool for students lecturers and

professionals      **Communicating at University** Nicola Rolls, Peter Wignell, 2009 <http://www.cdu.edu.au/cdupress/books/communicating-at-3ed.htm> This third edition of the volume aims to ensure that students in any field of higher education have a good foundation in the academic communication skills required to succeed at university and in professional settings. It explains how they should go about Writing in an academic style Thinking and planning for assignments Developing effective reading and critical evaluation techniques Note taking paraphrasing and summarising Referencing Editing for correct grammar punctuation and conciseness Writing the different assignments required at university essays reports annotated bibliographies and critiques Communicating verbally The text is written by experts in the fields of Applied Linguistics and Academic Literacy who are actively engaged in related teaching and research at Charles Darwin University. The authors have used an approach that embeds the information being taught in discussion and activities. This allows students to gain a deep understanding of what they are learning and experience in how to put this into practice. The text is designed so that students can learn the skill taught independently. It is also a complete resource for teachers of academic literacy.

**Exploring Human Communication** Sue DeWine, Melissa K. Gibson, Matthew J. Smith, 1999-11 DeWine Gibson and Smith's new hybrid essentials introductory text Exploring Human Communication includes unique coverage of important topics not usually found in basic texts: mass communication legal communication mediated communication and technology and using communication principles on the job. The text's compelling applications oriented approach helps students internalize concepts by applying them to real world situations and contexts both inside and outside the classroom. Featured are numerous activities illustrations and student centered stories. Rather than prescribing particular courses of action the authors offer a broad range of options to choose from in order for students to be successful. Exploring Human Communication covers all of the fundamental concepts necessary for understanding the complexity of human communication and improving communication effectiveness: verbal and nonverbal communication active listening development of interpersonal relationships intercultural communication small group communication organizational communication and two chapters on public speaking. Stand out benefits to instructors and students include Integration of the themes of communication across cultures and ethical dilemmas in communication throughout every chapter Spotlight on Diversity Spotlight on Ethics and Mission Possible boxes encourage students to think critically about the concepts introduced in each chapter. A common thread throughout the text is the debunking of myths about communication which helps dispel mistaken notions. Original illustrations created specially for this text are used to enhance major themes.

**Communicating Effectively** Sandra Hybels, Richard L. Weaver, 2003-06 In this text designed for the Introduction to Communication course students learn the foundation of communication studies through numerous examples that range from campus to the workplace to communities both in the United States and throughout the world. Brief readings from the popular press further encourage students to relate to communication theories. In addition every chapter contains numerous activities that engage students and promote group work.

**More Than Words** Richard

Dimbleby, Graeme Burton, 2007 This text provides an introduction to both communication theory and practice The third edition of the text has been fully revised and updated to take into account developments in communication and media studies

**Communicating with Credibility and Confidence** Gay Lumsden, Donald L. Lumsden, 2003 This edition is designed to increase students confidence and credibility in communicating in a range of communication situations The text integrates and applies the principles of effective communication common in all contexts by first developing the basic skills common to every type of oral communication and then showing how to adapt these skills to each type of interaction culminating in effective presentation of formal speeches Ethics adaptation diversity and critical and creative thinking are common threads throughout all discussions which include well developed coverage of theory and research findings and skill building exercises and activities designed for individual dyadic and group work

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**Communication** Steven A. Beebe, Susan J. Beebe, Diana K. Ivy, 2012-04-24 Updated in its 5th edition Communication Principles for a Lifetime helps readers see the relationships among the concepts skills theories and contexts of communication by anchoring the content around five fundamental communication principles Written by experienced and highly regarded textbook authors and teachers Communication provides readers with all the theory and skills necessary in a manner that helps them apply what they've learned throughout their lives

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