### I. ASCRC General Education Form

<table>
<thead>
<tr>
<th>Group</th>
<th>Group VIII: Ethics and Human Values</th>
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<tr>
<td>Dept/Program</td>
<td>Dept. of Health Professions</td>
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<tr>
<td>Course #</td>
<td>MED 280E</td>
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<tr>
<td>Course Title</td>
<td>Ethics in the Health Professions</td>
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<tr>
<td>Prerequisite</td>
<td>None</td>
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<tr>
<td>Credits</td>
<td>3</td>
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### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

| Instructor      | Mark J. Hanson                      |
| Phone / Email   | 243-6844                            |
| Program Chair   | Anne Delaney                         |
| Dean            | Barry Good                          |

### III. Description and purpose of the course:

General Education courses must be introductory and foundational. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: [http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm](http://www.umt.edu/facultysenate/gened/GEPreamble_final.htm)

This course examines the moral dimensions in medicine through an examination of ethical decision-making in medicine and a review of a wide range of ethical issues facing health care professionals, patients and citizens. It examines the moral values of the health care profession, as well as the social context within which health care is practiced.

### IV. Criteria:

Briefly explain how this course meets the criteria for the group. See: [http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm](http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm)

This course focuses on the ethics of the professional practices of health care, within the moral values and traditions of the Western tradition. 1) Students will learn the fundamental theories and ideas of the three standard ethical traditions within the Western Tradition: deontology, utilitarianism, and virtue ethics. They will learn how to apply these traditions to specific issues and cases in medical ethics throughout the course and in their case analysis papers.
The course will also examine the accepted major ethical principles within health care—an approach known as principlism, and students will learn how to use a method of applying these principles to cases. Finally, students will learn relevant concepts and distinctions extracted from religious traditions that have been widely adopted within contemporary health care ethics and learn how to apply them to cases.  
 2) The profession of health care has relied upon and is situated within all three major Western ethical traditions in its primary literature and practices—that is, elements of all three traditions are found in models and practices of ethical analysis and decisionmaking. It has also relied on concepts and distinctions from traditions of religious ethics, most notably those derived within Roman Catholic moral theology (e.g., the rule of double effect). Principlism—an attempt to transcend justificatory appeals directly to theories—is also widely taught and used within health care. Moral reasoning draws on four primary principles—autonomy, nonmaleficence, beneficence, and justice.  
3 & 4) Within deontological ethics, students learn how duties, rights, and liberties can be justified apart from or in addition to consequences. They learn the basics of Kantian theory and two primary formulations of Kant’s categorical imperative. They then learn how to discern duties, rights, and liberties through use of the categorical imperative in the context of specific cases and apply Kantian reasoning to cases. Within utilitarian ethics, students learn about the principle of utility and how it functions—in its act and rule versions—to justify possible courses of action. Students then learn how to apply the principle of utility in individual cases. Within virtue ethics, students learn about Aristotle’s definition and tradition of virtue and are made aware that there are other traditions of virtue as well (e.g., religious). Students then learn to analyze cases in light of how virtues or vices are reflected in them. The course requires students to analyze issues and cases in light of all three major traditions—in writing and discussion—and develop arguments for conclusions with reference to these traditions. The course also requires them on occasion to utilize the principles approach. This involves having students specify what each principle requires in each case and then requires them to weigh and balance competing principles if an ethical dilemma exists.  
Through various assignments and class discussions, students are required to develop skills in ethical analysis of a variety of ethical topics within health care, as well as of the values of health care itself.

V. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals.  
See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm
In course discussions, essay exams, and in two case analysis papers, students are required to apply major theories, principles and methods of ethical reasoning to specific ethical cases and issues in health care. The reading materials stress contrasting approaches to various theoretical and practical issues, including critiques of dominant approaches.

VII. Syllabus: Paste syllabus below or attach and send digital copy with form.  
The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

MED/SUR 280e: Ethics in the Health Professions
Fall Semester, 2009    University of Montana
Course Description and Objectives: This three-credit course examines the moral dimensions of medicine in select issues, including the doctor-patient relationship, medical decisionmaking, the definition of death, end-of-life decisionmaking, euthanasia and assisted suicide, abortion, procreative choice, assisted reproduction, genetic technologies, medical research, and medical resource allocation. Numerous cases and videos will be used to highlight moral issues. The course is structured to give students knowledge of and skills in ethical reasoning, as well as a review of major ethical issues in health care, including those that face individual professionals, as well as society at large. The course has a number of objectives:

1. Students will develop a basic understanding of the three major traditions and theories of ethics in the Western tradition, as well of a dominant approach to health care ethics known as principlism, and learn how to apply these traditions to analysis of particular issues and cases.
2. Students will develop a basic understanding of moral dimensions of health care and medical decisionmaking generally.
3. Students will learn about the relationships between principles and codes of medical ethics and ethical values in the larger society.
4. Students will learn principles of medical ethics found within medical ethics literature and learn how to apply them in particular situations (principlism).
5. The course will advance students’ skills in critical thinking and writing in ethics through the consideration of medical ethics issues and cases in class and in two writing assignments.

Prerequisites: None

1. Mid-term examination (30 percent of grade)
2. Two ethical case analysis papers, due (30 percent of grade)
3. Class participation (10 percent of grade)
4. Final examination (30 percent of grade)

- Examinations will likely be a combination of a choice among short answer questions and a longer essay and/or case analysis. The final examination will not be comprehensive but may be longer than the mid-term. Exams must be taken at scheduled times unless prior permission of the instructor is obtained, otherwise the exam receives a failing grade.
- The two required case analysis papers should analyze central arguments of a particular case study or issue and argue your normative position on the central issue(s). I will post the topics. The student may also propose case studies for analysis, but I strongly recommend that you clear any outside topic with me prior to writing. Unless an extension is granted, late papers are immediately penalized one grade, and thereafter at a graduated rate, amounting to an additional letter grade per five days.
- Full credit for class participation involves regular attendance, participating actively in class discussions, and being well prepared for discussions.

Grading Policy
Grades given reflect the following criteria of judgment and will be recorded using pluses and minuses:

**Papers**: Papers are due in class on or before the date listed in the syllabus. Unless you have made a prior agreement with me, I will take off one grade level (e.g., A becomes A-) for each class day an assignment is late. Papers with an undue number of errors of punctuation, spelling, or grammar will be returned ungraded for correction and marked down half a letter grade. Written work will be evaluated in terms of the strength and accuracy of your exposition of the texts, your depth of critical analysis, thoughtfulness of reflection, clarity of writing, and ability to address issues raised in the text and in class on the topic at hand.

**Exams**: Exams must be taken at the scheduled time unless prior permission has been obtained from me for an alternate time. The final exam may only be rescheduled if you have two other exams scheduled for the same day. Failure to take the exam at the scheduled time will result in no credit given for the exam with no make-up possibility.

**Attendance and Participation**: More than three (3) absences will result in losing any benefit of the doubt on your final grade. More than five (5) absences may result in one grade level reduction (e.g., A to A-). More than seven (7) absences may result in a full grade level reduction (e.g., A to B), and ten (10) or more absences may result in a failing course grade (F). **Late arrivals in class may count as an absence**. **(Note: If you have a valid reason for missing several classes, such as illness, disability or other conflicting commitments, you still must speak with the instructor. Documentation may be required.)** Lack of regular, active participation will also result in a grade level reduction. **Sleeping in class will count as an absence and will not be tolerated**. Participation grades are based on demonstrated willingness to answer questions and contribute comments that reflect a good-faith effort to read, understand, and develop a personal perspective on and critical questions about the readings and lectures. Use of laptop computers to take notes is allowed if it is not distracting to other students, however, students using laptops will occasionally be required to demonstrate that they were used for note-taking, rather than other activities.

**Academic Misconduct and Plagiarism**: All work submitted is expected to be the student's own. Any acts of plagiarism or academic misconduct will result in automatic failure of the course, and may result in further academic punishment. If you have any doubts about definitions of plagiarism or academic misconduct, please review the relevant sections of the University Catalog.

**ERES**: To access the ERES readings:
- Go into [http://eres.lib.umt.edu/](http://eres.lib.umt.edu/)
- Click on Electronic Reserves and Course Materials
- Under Instructor, find and select Hanson, Mark
- Click on the course name: MED 280e.
- Enter the password, “medethics”
Required Reading
Aldous Huxley, *Brave New World* (pb). Used copies may be available.

**Topics and Reading Assignments**

Students are required to read assigned texts prior to the first class period each week.

**Introduction: Moral Reasoning in the Medical Context**

Aug. 25, 27, Sept. 3  “Introduction: Moral Reasoning in the Medical Context”

Sept. 1  No Class: Labor Day Holiday

**Foundations of the Health Professional-Patient Relationship**

Sep. 8, 10  “Hippocratic Oath”; “The Refutation of Medical Paternalism”; “Four Models of the Physician-Patient Relationship”

**Decisional Capacity, Advance Directives, and the Right to Refuse Treatment**

Sept. 15, 17  “Deciding for Others: Competency”; “A Chronicle: Dax’s Case as It Happened” Commentaries by White and Engelhardt

**Choosing for Others and Obligations to Treat or Not Treat**

Sept. 22, 24  “The Severely Demented, Minimally Functional Patient”; “Erring on the Side of Theresa Schiavo”; “’Human Non-Person’”: Terri, Bioethics, and Our Future”

**End-of-Life Decisionmaking, Euthanasia & Physician-Assisted Suicide**

Sept. 29, Oct. 1  “Physician-Assisted Suicide: A Tragic View”; “Is There a Duty to Die?”

**First Case Analysis Paper Due: Oct. 6**

**Review and Exam**

Oct. 6, 8  *Catch Up and Review*

Oct. 13  *Mid-term Examination*
Goals of Medicine

Oct. 15  C. Elliott, “Is Ugliness a Disease?”

Brave New World: A Vision of Our Future? A Visit to Our Past

Oct. 20  Huxley, *Brave New World*

Oct. 22  “Heredity and Humanity”

Genetics, Procreative Choice, and Emerging Biotechnology

Oct. 27, 29  *Human Enhancement*
  “Anyone for Tennis, At the Age of 150?”; “The Case Against Perfection”

Nov. 3, 5  *Prenatal Testing and Selective Abortion*
  “The Presumptive Primacy of Procreative Liberty”; “A Defense of Abortion”

Nov. 10, 12  “Why Abortion is Immoral”; “Why Most Abortions are Not Wrong”

Nov. 17, 19  *Human Cloning and Stem Cell Research*
  “Will Cloning Harm People?”
  “The Point of a Ban”

Second Case Analysis Paper Due Nov. 24

Experimentation on Human Subjects

Nov. 24, 26  “Of Mice but Not Men”; “A Response to a Purported Ethical Difficulty with Randomized Clinical Trials”

Allocation, Social Justice, and Health Policy

Dec. 1, 3  “An Ethical Framework for Access to Health Care”

Final Exam  TBA

*Please note: As an instructor of a general education course, you will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.*