A Proposal for the
University of Montana-Missoula Bioethics Certificate Program:

The twelve credit Bioethics Certificate Program would consist of four courses, offered online and specifically designed to meet the needs of health and human service professionals who work in rural and under-served settings. One of the four required courses would be offered during each term (Fall, Intersession, Spring, Summer) so that students could complete the program within a one year time frame. The courses would be taught by two professors in the Department of Psychology: Ann Cook, Ph.D., and Helena Hoas, Ph.D. The design of the certificate program draws on the knowledge gleaned from twelve years of empirical bioethics research in rural settings. Thus the course content is uniquely relevant to the needs and interests of the identified student population.

This packet contains the following materials:
- Proposal coversheet with required signatures
- Level II Regential Form
- Level II Request Form
- Letters of Support
- Course Forms and Syllabi for the proposed four courses. We plan to further develop the syllabi upon approval.
PROPOSAL

TO INITIATE A NEW, EXPANDED, COOPERATIVE, OR OFF-CAMPUS INSTRUCTIONAL PROGRAM

Submitted by:

THE UNIVERSITY OF MONTANA, MISSOULA

College of Arts and Sciences  Department of Psychology
Name of College, School, or Division  Name of Department(s) or Area

A NEW, EXPANDED, COOPERATIVE, OR OFF-CAMPUS INSTRUCTIONAL PROGRAM LEADING TO:

Certificate in Bioethics  Academic Specialty or Area
Certificate, Associate, Bachelor's, Master's, or Doctoral Degree (give complete name of degree)

Summer, 2010

Proposed Starting Date

THE DEVELOPMENT OF THIS PROPOSAL HAS BEEN APPROVED BY:

[Signatures and dates]

Department Chair/Division Head  Date
Dean of College or School  Date

Graduate Dean  Date
VP Administration and Finance  Date

Provost/VP Academic Affairs  Date
President  Date
# Level II Regential Form

Attach to full proposal for level II changes.

## I Summary of Proposed Changes

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<thead>
<tr>
<th>Department/program</th>
<th>Interdisciplinary-interdepartmental: Certificate in Bioethics</th>
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**Summary**  
A Bioethics Certificate Program is a formal, competency-based course of study, currently offered by approximately a dozen universities throughout the country. None of the existing certificate programs are located in the mountain west. The coursework for certification typically provides a basic introduction to the sociological, psychological, philosophical, legal, research, and clinical foundations of bioethics with an emphasis on practice-based implications for health-related decisionmaking. Most existing bioethics certificate programs were developed in response to requests for continuing education from working health and human service professionals including hospital administrators, nurses, physicians, pharmacists, health lawyers, pharmaceutical representatives, social workers, psychologists, public health officials, and educators as well as members of hospital-based ethics committees and Institutional Review Boards. In addition to serving the needs of working professionals, certificate coursework offers valuable graduate and undergraduate electives for persons preparing for careers in health and health-related professions including law, psychology, social work, public health, political science, environmental health, and communication sciences.

The curriculum for the proposed program would draw on the findings from empirical, multi-method rural studies that have been conducted in a 14 state area by Drs. Cook and Hoas, Research Professors in the Department of Psychology. These studies, initiated approximately fourteen years ago, have been funded by entities that include the Department of Education, National Institutes of Health (NIH), the Agency for Healthcare Research and Quality (AHRQ), the National Science Foundation, the Greenwall Foundation, and the Culpeper Rockefeller Brothers Fund. Findings from these studies have clearly substantiated the need for and interest in the proposed program. The certificate program would be offered online so that it would be available on a national and international basis. Certification would require completion of four core courses (12 semester hours). Coursework could be completed within a 12-month period of time. The four core courses would mirror the approaches of action teaching, a model that bridges academic knowledge with practical, real world experiences.

## II Preliminary Approval

<table>
<thead>
<tr>
<th>Type/Print Name</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Requestor:</td>
<td>Ann Freeman Cook, Ph.D.</td>
<td>8/25/09</td>
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<tr>
<td>Phone</td>
<td>243-2467</td>
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<tr>
<td>Department/Program</td>
<td>Allen Szafridz-Petree</td>
<td>8/31/09</td>
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<tr>
<td>Chair:</td>
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<td>Other affected programs:</td>
<td>UMOnline</td>
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<tr>
<td>Dean</td>
<td>Jon Tremblay</td>
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<tr>
<td>Dean of the Library</td>
<td>Jon Tremblay</td>
<td>06/10/09</td>
</tr>
<tr>
<td>Library impact statement: Are the resources included in the proposal sufficient to adequately support the proposed program's library needs?</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Initial Review in Provost's Office</td>
<td>Jon Tremblay</td>
<td>11-5-09</td>
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### III. Type of Program Change (Check X appropriate description)

- [ ] Create new degree; add new major to existing degree
- [ ] Create minor or certificate where major does not exist
- [ ] Change name of degree

### IV. Proposal

Attach the following:

- [ ] Full Proposal
- [ ] BOR Level II Program Change Request
- [ ] Item Template
- [ ] Cover/Signature Page

### V. Copies and Electronic Submission

Submit the complete Level II proposal to the Provost's Office for preliminary approval.

After signatures have been obtained, submit original, one copy, and an electronic file to the Faculty/Deans/Office, U11221, bilec.toll@umo.edu
MONTANA BOARD OF REGENTS

LEVEL II REQUEST FORM

<table>
<thead>
<tr>
<th>Item No.:</th>
<th>Date of Meeting:</th>
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<tbody>
<tr>
<td>Institution:</td>
<td>The University of Montana—Missoula</td>
</tr>
<tr>
<td>Program Title:</td>
<td>Establish a Bioethics Certificate Program</td>
</tr>
</tbody>
</table>

Level II proposals require approval by the Board of Regents. **Level II action requested (check all that apply):** Level II proposals entail substantive additions to, alterations in, or termination of programs, structures, or administrative or academic entities typically characterized by the (a) addition, reassignment, or elimination of personnel, facilities, or courses of instruction; (b) rearrangement of budgets, cost centers, funding sources; and (c) changes which by implication could impact other campuses within the Montana University System and community colleges. Board policy 303.1 indicates the curricular proposals in this category:

1. Change names of degrees (e.g. from B.A. to B.F.A.)
2. **Implement a new minor or certificate where there is no major or no option in a major;**
3. Establish new degrees and add majors to existing degrees;
4. Expand/extend approved mission; and
5. Any other changes in governance and organization as described in Board of Regents’ Policy 218, such as formation, elimination or consolidation of a college, division, school, department, institute, bureau, center, station, laboratory, or similar unit.

**Specify Request:**

The University of Montana – Missoula requests permission to establish a Bioethics Certificate Program.

**Approval to establish a Bioethics Certificate Program**

**THAT:** In accordance with Montana University System Policy, the Board of Regents of Higher Education authorizes The University of Montana—Missoula to establish a Bioethics Certificate Program.
EXPLANATION:

A Bioethics Certificate Program is a formal, competency-based course of study that focuses on sociological, psychological, philosophical, legal, research, and clinical foundations of bioethics with an emphasis on practice-based implications for healthcare and health-related decisionmaking. The agenda for bioethics includes a broad spectrum of diverse issues that incorporate topics such as the goals of medicine, the context and expectations of health care, patient safety, protections when conducting human subject research, risks and health interventions, disease prevention and control, rationing and allocation, genetics and biotechnology. The proposed certificate program would place a particular focus on bioethics issues that arise in rural and underserved settings and the approaches that support resolution of such problems. A component of rural bioethics includes appreciation and consideration of the context and culture that influences provision of health services within Tribal Nations. The studies that we have conducted over the past twelve years have been greatly enriched by the participation of tribal nations and tribal members. Thus as the curriculum is developed, we would continue to explore opportunities for ensuring that cultural perspectives are welcome and incorporated in the curriculum.

The certificate program, involving four 3-credit courses, will be offered entirely on-line and so will directly respond to requests for continuing education programs from working health and human service professionals including hospital administrators, nurses, physicians, pharmacists, health lawyers, pharmaceutical representatives, social workers, psychologists, public health officials, clergy, and educators as well as members of hospital boards of directors, hospital-based ethics committees and Institutional Review Boards. The program, or components of the program, could also serve professionals who work in diverse research settings that require the participation of human subjects. In addition to serving the needs of working professionals, the certificate coursework could offer a valuable graduate and undergraduate elective program for persons preparing for careers in health and life science professions as well as professions in areas such as law, social work, and communication.

The data from the rural ethics studies show that there continues to be a regional and national need for persons who have received training in bioethics and so are able to facilitate informed decisionmaking when facing complicated health and human service problems. A Bioethics Certificate program at The University of Montana-Missoula would emphasize rural bioethics as its research and practice specialty and so provide a unique focus niche. In addition, the certificate program would amplify and strengthen collaborations with the existing health and human service agencies and personnel throughout the region and indeed, the world.

ATTACHMENTS:

Letters of Support, from persons both on campus and off campus are included as attachments.
OVERVIEW. Provide a one paragraph description of the proposed program. Be specific about what degree, major, minor or option is sought.
The University of Montana—Missoula requests approval to establish a Bioethics Certificate Program. Bioethics is the study of ethical controversies that are linked to or arise from advances in medicine and biology. Bioethicists focus on ethical questions that influence decisionmaking in fields that include medicine, nursing, biotechnology, life sciences, law, politics, psychology, theology, and philosophy. Bioethics, by virtue of its emphasis on advancing human life and avoiding harm, is seen as a highly interdisciplinary specialty area.

NEED. a. To what specific need is the institution responding in developing the proposed program?
Bioethics Certificate Programs are currently offered by approximately a dozen universities throughout the US. However, none of the existing certificate programs are located in the mountain west or Midwest. Moreover, none of the existing programs have a primary focus on the kinds of issues that complicate decisionmaking when facing health and human service issues in rural and/or underserved areas of the country. The need for this kind of coursework has been substantiated by nearly 14 years of empirical bioethics research, conducted by Professors Ann Cook and Helena Hoas, research Professors in the Department of Psychology. The findings from their multi-method studies, conducted in a 14 state area, show that the majority of health and human service respondents report that they lack access to bioethics resources and lack access to bioethics training. Healthcare providers report that the lack of access to resources and training can inhibit clinical decisionmaking and undermine the provision of quality health and human service interventions. Health and human service providers who have participated in surveys, interviews, focus groups, and other study activities have also reported that existing certificate programs, as well as bioethics texts, national ethics conferences, workshops, and seminars are not particularly relevant or helpful as they do not typically address the rural context and problems that develop within that context. The findings from these studies have validated the need for a course of study that has been shaped and enriched by empirical findings and so is practice-based and responsive to realities and needs that emerge when trying to make bioethically informed decisions and develop mechanisms – like hospital boards of directors, healthcare ethics committees, and institutional review boards – in more rural areas of the US and in rural settings worldwide.

b. How will students and any other affected constituencies be served by the proposed program?
The University of Montana—Missoula mission statement calls for the pursuit of academic excellence by providing unique educational experiences through integration of graduate study and professional training with interdisciplinary emphases. The proposed Bioethics Certificate program will offer integrative, didactic, practical, research, professional, and leadership experiences that can enhance the abilities of health and human service professionals to make ethically attuned decisions when facing complicated health and health-related problems. The program will be offered on-line and so will be available to constituencies who live in even very isolated rural communities. Health and human service providers in such communities often report an inability to access options for continuing education. The decision of a rural physician or nurse to participate in an off-site training opportunity, for example, can mean that the community may, for extended periods of time, lack adequate access to medical support. The certificate program would provide an opportunity to link communities of students – nationally and internationally – who want to pursue practical, relevant coursework in bioethics.

In addition to serving the needs of working professionals, certificate coursework, or a specific course within the certificate program, could offer a valuable graduate and
undergraduate elective course of study for persons preparing for careers within the broad area of life sciences. The coursework that focuses on the protection of human subjects, for example, could certainly fit the interests of those involved in various disciplines within the College of Arts and Sciences. Moreover, options within the certificate program could be used to meet the ethics component that is often required when accepting grants funded by entities such as the National Institute of Health and the National Science Foundation.

c. What is the anticipated demand for the program? How was this determined?
This proposed program directly responds to requests for bioethics education opportunities from health and human service providers throughout the US and from other countries including Canada, Australia, New Zealand, Ireland, Germany, and Sweden. The demand for this program emerged from a series of multi-method studies, conducted over a twelve years period, that were designed to: (1) assess and document the needs for bioethics services in rural communities and health-related settings; (2) identify emerging ethics-related issues; (3) coordinate bioethics expertise and training; and (4) disseminate field-tested ethics-related materials and resources. The findings from these studies have shed light on how health and human service providers and residents in rural communities identify, discuss, and resolve bioethics-related issues that accompany the delivery of health and human services. The findings have also helped identify approaches to ethics-related coursework that would be helpful and well received. The Bioethics Certificate Program can be completed in a one-year period of time. We anticipate demand to be approximately ten entering students per year but the demand may well be greater. A doubling of the number of students could easily constitute a modest estimate.

3. INSTITUTIONAL AND SYSTEM FIT: a. What is the connection between the proposed program and existing programs at the institution?
The proposed certificate program is not directly connected with any existing program offered by The University of Montana-Missoula; the program does, however, complement the mission of other UM efforts such as the Master of Public Health program and could provide additional, highly relevant options for MPH students. The program could also provide options for relevant coursework for pre-med students, psychology students, and students pursuing a number of other life science and human service-related majors. Through its unique emphasis on serving the needs of working professionals, the Bioethics Certificate Program will enhance linkages with existing UM-sponsored collaborations including the Institute for Medicine and Humanities (a joint UM/St. Patrick Hospital venture), the Western Montana Area Health Education Center (AHEC) housed within the College of Health Professions, the Montana Neuroscience Institute and the Montana Cancer Institute. The certificate program will also extend ongoing efforts to welcome the participation of Native Americans and include Native American perspectives in the curriculum.

b. Will approval of the proposed program require changes to any existing programs at the institution? If so, please describe.
No.

c. Describe what differentiates this program from other, closely related programs at the institution (if appropriate).
Bioethics has been described as the study of the moral principles and values that accompany medical treatment and research. This field of study has historic connections to ancient Greek medicine, medieval Christian medicine, and traditional moral philosophy. Bioethics, however, is also a new enterprise, a post modern phenomenon, created in response to an array of interdisciplinary issues such as the technological problems posed by modern medicine and rights of self determination for patients. Thus a discussion about bioethics and its relationship to the problems that can emerge when
making health and human service decisions requires an exploration of the genesis of the modern bioethical discipline, its move to research and clinical settings, and its evolving influence on health and human service decision making. That backdrop provides a framework with which to link together the interests of diverse professional disciplines and examine and contrast the personal, clinical, and organizational values and concerns that shape the provision of healthcare and human services in rural areas. The exploration of these issues within the rural context enriches the circle of inquiry and helps identify the ethics-related resources and approaches that might prove most helpful in rural and underserved areas.

The proposed Bioethics Certificate program differs from traditional ethics coursework in specific ways. First, the approach of this program will not be discipline specific; traditionally bioethics coursework is discipline specific and so focuses specifically on nursing ethics or medical ethics or pharmacy ethics. The inquiry offered by the UM-Missoula certificate program will be interdisciplinary and allow exploration of the ethical linkages, issues, challenges, and approaches that exist within and among the diverse healthcare and health-related disciplines. Second, the training offered through the certificate program will be highly experiential with a strong integration of accepted scholarship within the field of bioethics as well as the key findings from rural studies. Finally, the training and the coursework will focus on developing or enhancing skills for deliberation when serving rural, vulnerable, and/or underserved constituents.

d. How does the proposed program serve to advance the strategic goals of the institution?
The University of Montana is a doctoral level University that is committed to a diversity of programs that provide excellent undergraduate and graduate education and balance liberal learning and professional preparation. The proposed Bioethics Certificate program is consistent with the Vision and Goals of the Montana University System with respect to creating a learning and discovery environment. Moreover, this program would specifically advance the goals of the institution to increase the range and scope of online courses, particularly those that address needs emerging in rural and underserved communities. This certificate program is therefore highly relevant to the state of Montana. Undergraduate students will benefit from expanded curriculum development that could make students more competitive when seeking opportunities for employment and research training. Working professionals will have access to a course of study that has been designed specifically in response to needs that have arisen in their rural communities.

The strengths of the Bioethics Certificate Program would reside in the commitment to: education for working professionals, undergraduate and graduate teaching, research expertise, and key collaborations with entities that include but are not limited to: the Institute for Medicine and Humanities, the Western Montana Area Health Education Center, and other health and human service agencies throughout the state.

e. Describe the relationship between the proposed program and any similar programs within the Montana University System. In cases of substantial duplication, explain the need for the proposed program at an additional institution. Describe any efforts that were made to collaborate with these similar programs; and if no efforts were made, explain why. If articulation or transfer agreements have been developed for the substantially duplicated programs, please include the agreement(s) as part of the documentation.

There are no similar programs in the State of Montana. The letters of support that accompany this application attest to its unique and well justified features. A comparison of regional programs is provided:
Montana: No formal Bioethics Certificate programs are available for students or professionals.

North Dakota: No formal Bioethics Certificate programs are available for students or professionals.

South Dakota: No formal Bioethics Certificate Programs are offered though the University of South Dakota system.

Idaho: No formal Bioethics Certificate programs are available for students or professionals.

Washington: The University of Washington does not have a Bioethics Certificate Program. It offers a Bioethics fellowship that is open to physicians in any specialty, as well as other doctorally-prepared individuals (JD, PhD) who intend to engage in pediatric clinical care and/or research for their careers.

Oregon: The University of Oregon does not offer a Bioethics Certificate Program.

Utah: The University of Utah does not offer a Bioethics Certificate Program.

Colorado: The University of Colorado does not offer a Bioethics Certificate Program.

Wyoming: There are no Bioethics Certificate programs in Wyoming.

Canada: The University of Toronto offers academic fellowships in clinical and organizational ethics.

4. PROGRAM DETAILS: a. Provide a detailed description of the proposed curriculum. Where possible, present the information in the form intended to appear in the catalog or other publications.

Core Curriculum

Psy 495/631  **Clinical Topics in Rural Bioethics**  3 cr.
This course will explore the moral values and norms that guide the actions of health and human service professionals and so influence the delivery and the reception of healthcare and human services in rural and underserved communities. Assigned readings and resources will focus on concrete bioethical problems that are influenced by issues that include: professional responsibility, professional codes, relationships, policy development, research, environmental health, occupational health, resource allocation and rationing, human error, and genetics. Weekly case studies, assigned readings, decisionmaking guides, and other tools will give students opportunities to apply norms and values when trying to resolve practical problems.

Psy  **Empirical Research Ethics in Rural and Underserved Settings**  3 cr.
This course will focus on the study and development of ethically attuned protocols for developing, conducting, and evaluating qualitative and quantitative research studies with rural or vulnerable populations. Coursework will focus on issues that include the examination of processes, approaches, and protocols designed to optimize protection of human subjects and support the informed consent process. The course will also support examination of emerging issues such as the tension between the goals of science and the best interests of a population, the good of the community, and rights of individuals. The need for this course has emerged, in part, from changes within the clinical research environment. Increasingly clinical research is being conducted in rural settings and so
there is a greater need to understand the rationale, approaches, and protocols that optimize protection of human subjects.

Psy  *Ethical Foundations for Quality Improvement and Assessment in Healthcare* 3 cr.
This course will explore processes for monitoring and assessing health-related services and interventions in rural settings. Particular emphasis will be placed on challenges that influence decisionmaking including the individual, professional, and system conflicts and burdens that can accompany health and human service decisionmaking especially in resource limited settings. Coursework will allow examination of practical issues such as recognizing, reporting, and disclosing medical error in the context of health care delivery, the role of disclosure in quality improvement processes, and approaches for engaging the public in health-related decisionmaking about issues such as quality and resource allocation. Coursework will also focus on the development and maintenance of services such as ethics committees and Institutional Review Boards.

Psy  *Bioethics and Healthcare Policy in Rural Settings* 3 cr.
This course will explore the foundations for health policy decisionmaking in rural and underserved communities. It will include examination of relevant factors such vulnerability, use of power, foreseeable risks, exploitation, coercion, and other issues that can compromise policies designed to enhance health and safety.

Total 12 cr.

The proposed courses will offer a rigorous academic experience for students who enroll for either graduate or undergraduate credit. Class readings, discussions, and case analyses will be conducted in non-real time, so students can participate at their convenience during each week of the course. While students follow a week-to-week pace just as is required when enrolled in a traditional course on campus, the pedagogical capabilities of the online environment enhance the course discussions and allow for more individualized instructor feedback. Thus this program empowers the learners to find resources and make the courses truly student-centered. Students receive a Certificate in Bioethics upon satisfactory completion of all four courses.

The option for either graduate or undergraduate credit reflects the need to accommodate the differences in professional training among working professionals. Some health and human service providers will have baccalaureate degrees; others will have advanced practice degrees and doctoral degrees. Some health and human service providers may not have achieved baccalaureate degrees but have specific training in nursing or other allied health fields. The option of either graduate or undergraduate credit will also be responsive to the needs of students currently enrolled at the University of Montana. The syllabus for each course will detail expectations for students who request the graduate increment.

Upon approval of the proposed program, a syllabus will be designed for each class. The syllabi for these classes will mirror the kinds of requirements and expectations that are detailed on the syllabus developed for the Public Health Ethics Course, a core requirement for the MPH degree. During this approval process, that syllabus can be provided in order to respond to any concerns about rigor and scholarship.

**FACULTY AND STAFF REQUIREMENTS:** Please indicate, by name and rank, current Faculty who will be involved with the program proposed herein.
Faculty identified below are members of the Psychology Department and are the directors of the National Rural Bioethics Project, an effort that began providing bioethics services and resources for rural health and human service providers in 1995.

**Dept. of Psychology**
Ann Freeman Cook, Ph.D., Professor
Helena Hoas, Ph.D., Professor

b. Describe the planned implementation of the proposed program, including estimates of numbers of students at each stage.

**Implementation:**
The Bioethics Certificate Program could be completed within a one-year period of time. The initial course, Clinical Topics in Rural Bioethics, would be taught during a 10-week session offered in the summer of 2010. The other three required courses would be offered in the Fall semester (Empirical Research Ethics in Rural and Underserved Settings), the January Intersession (Ethical Foundations for Quality Improvement and Assessment) and in the Spring semester (Bioethics and Healthcare Policy in Rural Settings).

**Admissions and Proficiency Requirements:** The program is designed to enhance the clinical practice of health care professionals and/or to provide a foundation for further study of bioethics for professionals and students in any discipline. Working professionals interested in pursuing the Bioethics Certificate program would apply for admission as a Non-Degree Student. Admission as a Non-Degree Student does not require GRE or any other graduate admission test scores.

**Academic Unit & Organization:** The proposed Bioethics Certificate program will be housed within the Department of Psychology and will be coordinated by Prof. Ann Cook and Prof. Helena Hoas.

**Faculty, Instruction and Curriculum Responsibilities.** This program can be supported with extant faculty members, although they will be covering this program as an extra-to-load project. UMOnline is prepared to provide financial support in the form of course development stipends and extra-comp salaries to teach the courses online each year. Additionally, UMOnline is equipped to provide comprehensive instructional design guidance and technical support for the faculty members.

**Facilities and Space.** One of the most exciting advantages is that the Bioethics Certificate Program will not need additional facilities or space.

**Planned Enrollment.** Ten students are anticipated to enroll during the first year that this program is offered. Those numbers may increase substantially and so estimated enrollments of 20-30 students per year may not be unrealistic.

**Planned Program Requirements.**
Meet or exceed proficiency level for completion of all 4 courses required for certification.

5. **RESOURCES:** a. Will additional faculty resources be required to implement this program? If yes, please describe the need and indicate the plan for meeting this need.
No additional faculty resources are needed.
b. Are other, additional resources required to ensure the success of the proposed program? If yes, please describe the need and indicate the plan for meeting this need.

As noted above, this program can be supported with extant faculty members, although they will be covering this program as an extra-to-load project. UMOnline is prepared to provide financial support in the form of course development stipends and extra-comp salaries to teach the courses online each year.

6. ASSESSMENT. How will the success of the program be measured?

Three areas are defined and will be used to measure program success including: (a) student assessment and placement, (b) curriculum and program breadth, depth, rigor, and efficacy, and (c) program assessment.

(a) Student assessment will be tied to authentic assessment approaches that link learning activities to attainment of specific competency based skills. Required readings will be directly linked to case studies that have emerged in rural communities and/or with vulnerable populations. The standards for student dialogue, participation in threaded discussions, satisfactory completion of readings, tests and required projects, and resolution of case studies will be specified on a Matrix for class assessment. The Matrix, which can be provided upon request, has been used as an efficient and effective assessment device in the Public Health Ethics course that is a core requirement for the MPH degree.

(b) Curriculum and program breadth, depth, rigor, and efficacy. The Bioethics Certificate Program curriculum will be assessed every three years by an outside review team comprised of experts from academic, health and human service sectors.

(c) Program assessment. Key metrics to the program that will be monitored throughout the program lifetime and measures of success include student enrollment and student evaluations. Students who complete the certificate program will be enrolled, if willing, in a long term evaluation effort that will seek specific feedback about the utility of the program, its impact on their professional lives, and suggestions for new topics or issues for inclusion in the study program. Exit interviews will be conducted with students who enroll but do not complete the program in order to better understand barriers that could be addressed so as to optimize the success of the certification program.

Describe the process of developing and approving the proposed program. Indicate, where appropriate, involvement by faculty, students, community members, potential employers, accrediting agencies, etc.

The need for this program surfaced as a result of studies conducted with healthcare providers who work in rural communities in a multi-state area. Thus the subject and design of the courses has been influenced by insights of working professional including physicians, nurses, pharmacists, social workers, and healthcare administrators. Letters of support from faculty and health professionals who attest to the need and utility of this program are provided.

Verification of review of the proposal by the affected departments and under units, such as:

(No signatures needed - just names of departments and date of approval)
This proposal was reviewed and approved by the affected departments as follows:

Department: Psychology  Date: 8/31/09

In addition the deans of the following Schools/Colleges reviewed and approved the proposal:

Dean of College of Arts and Sciences  Date: 11/5/09

The proposal was reviewed and approved by the Faculty Senate at the University of Montana
Date:
[No outside consultants were employed for the development of this proposal.]
DATE: November 7, 2009
TO: Bonnie Allen, Dean of Libraries
FROM: Kate Zoellner, Education, Human Sciences, and Psychology Liaison Librarian
       Barry Brown, Collection Development Group Chair
RE: Interdisciplinary-Interdepartmental Certificate in Bioethics Proposal

RECOMMENDATION

We recommend approval of the certificate program with the current Mansfield Library collections. The library now supports students and faculty in the schools of Public Health and Social Work, departments of Psychology and Health and Human Performance, and College of Technology Nursing Program, all areas of study related to the proposed Bioethics Certificate program. Given the online delivery format of the proposed certificate electronic access to research resources is of utmost importance. The depth of the library's subscription electronic journals as well as the National Institutes of Health (NIH) Public Access Policy support the program, as do the library's ebook packages and purchasing. To enhance the library's offerings to support the online certificate program we recommend: monograph purchases be made in electronic format when available; the approval plan be modified to alert the liaison librarian of medical ethics ebooks; and key series in the field of Bioethics be incorporated into library acquisitions (e.g., Biomedical Ethics Reviews). We also recommend that the grant-funded research conducted by faculty in the Bioethics Certificate program include the Mansfield Library in funding models to ensure that information resources and library services can continue to adequately support research needs and curricular requirements of the Bioethics Certificate program.

LIBRARY DESCRIPTION

The University of Montana libraries are teaching and research libraries that provide an array of information resources and services in support of the curricular and research programs of the University. These resources include traditional library collections and electronic access to a network of research databases, ejournal packages, electronic journal subscriptions, and a web-based library catalog. The Maureen and Mike Mansfield Library comprises the heart of UM's library system.
Collections exceed 1.5 million bound volumes, including more than 60,000 electronic books, access to over 30,000 print and electronic journals, an expanding array of electronic databases, nearly 100,000 media, a federal government documents depository collection, and an archives and special collections. These collections are supplemented by an active interlibrary loan service through which the resources of other libraries are made available, free of charge, to students, staff, and faculty.

LIBRARY COLLECTIONS

The Mansfield Library (including the College of Technology Missoula campus) has an acquisitions budget of almost 4 million dollars. The acquisitions budget has increased steadily each year including an 8% increase this year. The Mansfield Library maintains a balance between monograph and journal and database acquisitions with over 20% of the total allocated acquisitions budget going towards monographs and media. The Mansfield Library supplements the acquisitions budget with gifts and endowments and collaborative campus funding. These sources have often significantly increased the allocated materials budget. The Mansfield Library has greatly increased journal holdings over the last few years through collaborative, consortial group purchases, while also increasing monograph and media purchases and ensuring rapid and comprehensive acquisitions through an Approval Book Plan.

For more information about Collection Development at The Mansfield Library see http://www.lib.umt.edu/node/126

COLLECTION ANALYSIS

Monographs

The Mansfield Library circulated an average of 95 books per year during FY06-FY09 in the Dewey Decimal Call Number ranges related to the Bioethics Certificate curriculum (i.e., 174.2* ethics of medical professionals, 174.957* bioethics, 362.109* social and health services). The library collection includes over 600 books in Bioethics and the related areas. During the same time period an average of 5 items a year were requested via Interlibrary Loan.

In FY09 the amount spent on Bioethics related monographs by the Book Approval Plan was $1,500 with 26 titles received. The previous three years had lower yet increasing spending: in FY07 $400 was spent on 11 titles and in FY08 $865 was spent on 20 titles. To accommodate the online certificate program, the library should ensure all books available electronically in the subject area be purchased in the e-format, and should adjust the approval plan to alert the liaison librarian of medical ethics e-titles (i.e., R 724). Additionally, series in the discipline should be investigated for purchase and electronic availability (e.g., Biomedical Ethics Reviews) and, once syllabi for courses are available, electronic availability of monograph course readings.

Comparing our collection against four of our peer libraries using WorldCat Collection Analysis indicates that we have more titles in Bioethics and related areas (e.g., medical and public health ethics, legal and social public health factors), than does the University of North Dakota, and less than Idaho
State University, Montana State University, and the University of Wyoming. It is likely that our peers have larger collections in these areas due to the programs they offer in family medicine and nursing.

**Journals**

The Mansfield Library provides access to 32 journals on Medical Ethics and Philosophy; 602 covering general topics in Medicine; 346 on Nursing; 60 on Occupational Therapy & Rehabilitation; 383 on Pharmacy, Therapeutics, & Pharmacology; 58 on Physical Therapy; 266 dealing with general topics in Public Health; and 201 dealing with general topics in Social Welfare and Social Work. Note there is some overlap of journal titles in these subject areas.

When looking at high impact factor journals as measured by Journal Citation Report (2008), the Mansfield Library provides access to five of the seven journals reported in the field of Medical Ethics: 18 of the top 20 ranked journals in the field of Health Policy and Services; and 18 of the top 20 ranked journals in the field of Public, Environmental and Occupational Health. All of the journals the library subscribes to in the above disciplines are available in electronic formats, allowing anytime and anywhere access by the university community.

The library does provide some historical full text coverage to four of the five journals to which there is no current full text access: Journal of Medical Ethics, Journal of Mental Health Policy and Economics, Psychiatric Services, and Tobacco Control; we do not have any full text coverage of Genetic Counseling. All of the journals for which the library does not provide current full text access are abstracted and thus discoverable via Science Citation Index, MEDLINE, and other library subscription indices.

**Electronic Databases**

The Mansfield Library maintains subscriptions to electronic resources that meet the research and information discovery needs of the proposed program participants. Indexes include: MEDLINE (inclusive of a Bioethics Subset), PsycINFO, Science Citation Index; and Social Sciences Citation Index; full text databases include: Blackwell, CINAHL Plus with Full Text, Cochrane Library, Health Reference Center Academic, High Wire Press, JSTOR, ScienceDirect, SpringerLink, and Taylor & Francis Journals, among others. Our database holdings in the field are comparable to those of our peers.

In addition to proprietary library resources there are a number of research tools freely available online that will benefit students in the proposed certificate program, such as the National Library of Medicine's Bioethics Information Resources and the National Reference Center for Bioethics Literature at Georgetown University's Kennedy Institute of Ethics. Also openly available to program participants is the body of literature resulting from NIH funded-research, as a result of the NIH Public Access Policy.

**LIBRARY SERVICES**

Core library services available to faculty, students, and staff associated with The University of Montana are summarized on the library's web pages listed below. The current expertise of liaison
librarians and the Distance Education Coordinator in supporting both the research and access to research resources at a distance meet the needs of the proposed distance certificate program.

Faculty and Staff Services
http://www.lib.umt.edu/faculty

Student Services
http://www.lib.umt.edu/students

Distance Education Services
http://libguides.lib.umt.edu/dels

Information Literacy Curriculum
http://www.lib.umt.edu/informationliteracy

With new academic programs and increasing numbers of students and faculty, additional demands and resource needs will be placed across the scope of library services.

_________________________________________  __________________________
Kate Zoellner, Education, Human Sciences, and Psychology Liaison Librarian  Date

_________________________________________  __________________________
Barry Brown, Collection Development Group Chair  Date

cc:  Kim Granath, Public Health Liaison Librarian
     Samantha Hines, Distance Education Coordinator and Social Sciences Liaison Librarian
Letters of Support
Bioethics Certificate Program

Letters of Support from University of Montana-Missoula Faculty and Staff
- Allen Szalda-Petree, Ph.D. Chair, Department of Psychology
- Keith Lynip, Director Extended Learning Services (XLS), Continuing Education
- Craig Molgaard, Ph.D., Chair and Professor, School of Public and Community Health Sciences
- Ryan Tolleson Knee, Chair, School of Social Work
- Kari Harris, Ph.D., MPH. School of Public and Community Health Sciences
- Elizabeth Putnam, Ph.D., Associate Professor of Molecular Genetics and Toxicology, Department of Biomedical and Pharmaceutical Sciences
- Gayle Hudgins, Pharm. D., Director, Experiential Education, Skaggs School of Pharmacy
- Dane Scott, Ph.D., Director, Center for Ethics
- K. Annie Sondag, Professor, Health Promotion

Letters of Support from Faculty within MUS
- Linda Torma, Gerontological Clinical Nurse Specialist-Board Certified Adjunct Assistant Professor, MSU-Bozeman College of Nursing

Letters of Support from Academic, Health, and Human Service Professionals
- Deborah Peters, Executive Director, Northwest Research and Education Institute
- Larry White, Director, Western Montana Area Health Education Center
- Peggy Schlessinger, Director, Institute of Medicine and Humanities
- Cindi Laukes, Clinical Research Director, MT Neuroscience Institute and Clinical Research Manager, Montana Cancer Institute
- Cindy Schaumberg, Licensed Clinical Social Worker, St. Patrick Health Sciences Dialysis Center
- Susanne Zantos, Deputy Laboratory Director, Montana Public Health Laboratory
- Lt. Jamie Kennedy, Staff Pharmacist, Indian Health Service Hospital, Browning, Montana
- John Felton, Executive Vice President of Operations for RiverStone Health (the local public health agency for Yellowstone County, MT) and the Assistant Health Officer for Yellowstone County
- Stephanie Fofonoff, Administrator, Institutional Review Board of Billings
- Melanie Reynolds, Health Officer, Lewis and Clark City-County Health Department
- Sue Warren, RN, MSN, Clinical Director, Great Falls Clinic
- Katarina Guttmannova, Ph.D., Research Scientist, Social Development Research Group, University of Washington
- Joyce Drombrouwski, RN, MHA, Vice President of Nursing, St. Patrick Hospital, Missoula
- Lucia Wocial, RN, Ph.D., Nurse Ethicist, Clarian Health and Indiana University School of Nursing

Letters of Support from Students
- Brian Ostrum, Medical Student, WWAMI
- Ariadne Avellino, Medical Student, New York
- Linda Osler, Doctoral Candidate, IIP
- Julie Stevens, MPH program
DATE: September 9, 2009  
TO: Drs. Cook and Hoas  
FROM: Allen Szalda-Petree, Chair, Psychology  
SUBJECT: Support letter for the Bioethics Certificate Program

The faculty of the Psychology department are highly supportive of Drs. Cook and Hoas proposal to establish a Bioethics Certificate Program at the University of Montana. Undoubtedly, students in our Clinical and School Psychology graduate programs would benefit greatly from such a certificate program.

Drs. Cook and Hoas expertise in the area of Bioethics is extensive. In fact, their 15 year, nationally recognized research program revealed that rural health care professionals often have insufficient resources to deal with some of the more complicated health related problems that arise.

Most, if not all, health care training programs provide program specific ethics training – e.g., the most typical ethical issues related to practicing as a psychologist, social worker, nurse, physician, etc. However, the majority of these health professionals face day-to-day health care issues that are more comprehensive than their program specific ethics courses were designed to cover. The on-line Bioethics Certificate Program would allow students currently in training programs access to a more comprehensive ethics curriculum while completing their training. In addition, practicing health professionals would be able to enhance their training while continuing their jobs thereby increasing the likelihood of seeking out such training. Obviously, such a training resource would ultimately result in better care for patients/clients in rural settings.

The Bioethics Certificate Program will directly benefit students at the University of Montana, health care professionals, and health care users across the state. Drs Cook and Hoas are highly valued faculty members in the Psychology department and the faculty of the Psychology department are fully supportive of the proposed Bioethics Certificate Program.
MEMO

To: Ann F. Cook, PhD., Director, National Rural Bioethics Project  
From: Keith F. Lynip, Director, Extended Learning Services  
Date: 9/4/2009  
Re: Expression of Support for an Online Certificate in Bioethics

I’m writing to convey my support and that of my unit for a new Certificate in Bioethics, which will be designed for online delivery.

An online Certificate in Bioethics nicely complements the existing online Master of Public Health degree. Additionally, by offering this certificate online, we anticipate that it will serve a wide range of professionals already in service across Montana and beyond. For these individuals, returning to campus for this certificate would simply not be an option. Lastly, it offers to students in campus-based programs an attractive option to add to their educational portfolio, in a format that provides considerable flexibility for them.

We intend that our support for this program will be substantive, and come in the form of the following:

- Aiding in general program development—e.g. marketing, logistical support.
- Providing online instructional design and development support—both through expert consulting by our Instructional Designers and through financial support for course development.
- Allocating sufficient finances to pay extra-comp for the faculty members intending to teach these courses extra-to-load.
- Providing technical support for faculty and students in this program.
September 1, 2009

UM Faculty Senate
UH 221
The University of Montana
Missoula, MT 59812

Dear Faculty Senators,

I am submitting this letter to express my support for the proposed online Bioethics Certificate being developed by Ann Cook, Director of the National Rural Bioethics Project and Research Associate Professor, Department of Psychology, and Helena Hoas, Research Associate Professor, Department of Psychology, in collaboration with Continuing Education and other campus entities.

As you know, The University of Montana’s School of Public and Community Health Sciences offers online, digital learning courses leading to a Master of Public Health (MPH) or a Certificate of Public Health (CPH). The MPH is a 42 credit graduate program, while the CPH is a 12 unit program. I believe this outline Bioethics Certificate would be of keen interest to our 41 MPH graduate students and some of our 10 CPH students as well. Dr. Cook, an affiliated faculty member of our program, teaches PUBH 570, Ethical Issues in Public Health, as a required course for the MPH. This course has consistently received excellent evaluations from our students, with several indicating a wish to take additional similar courses.

It is my understanding that proposed Bioethics Certificate would consist of an online series of 4 classes available for either graduate or undergraduate credit and would be a formal competency-based course of study, similar to those offered at approximately a dozen universities around the country. While a number of bioethics certificate programs have been developed nationwide, this proposed program (other than one offered in Palo Alto California) would be the only one west of the Mississippi. Moreover, this would be the only Bioethics Certificate Program designed to respond to the kinds of ethical issues that emerge when providing health and human services in more rural areas of the country.

I recommend and support this certificate program without reservation. Please feel free to contact me if you have any questions.

Sincerely,

Craig Molgaard, PhD, MPH
Chair and Professor
September 15, 2009

Members of the Board of Regents:

I write in support of the Bioethics Certificate Program being proposed by The University of Montana’s Department of Psychology. The program addresses a crucial need for students enrolled in the School of Social Work and for social workers practicing throughout Montana.

The School of Social Work offers the baccalaureate and master degrees with an emphasis in generalist and integrated practice in rural communities. Currently, the School of Social Work offers only one campus-based ethics course to undergraduate students. The course introduces students to the field of ethics and dilemmas frequently encountered in social work practice. The course does not address the ethical implications of social work practice faced by more seasoned professionals and those practicing in rural communities. The School of Social Work has 50 students in its master’s program, many which live and practice outside of Missoula. Similarly, the School offers some continuing education courses to social workers throughout Montana. The vast majority of the graduate and continuing education students seek opportunities to broaden their knowledge and enhance their skills without having to travel long distances or incur high costs while away from home and work. The Bioethics Certificate Program can better address the educational needs of the School’s graduate students, and many of its alumni, by offering relevant ethics courses and placing them on-line. I support the proposed program and will encourage students to consider the certificate as a way to complement their education.

If you have any questions, contact me at your convenience.

Sincerely,

Ryan Tolleson Knee, PhD
Chair, School of Social Work
September 8, 2009

Members of the UM Faculty Senate
C/O Ann Cook
Department of Psychology - Corbin 341
The University of Montana

Dear Members of the UM Faculty Senate,

It is my pleasure to express my strong support for the Certificate of Bioethics that is proposed by our colleagues Ann Cook and Helena Hoas.

I am on faculty at the School of Public and Community Health Sciences, which offers a 42 credit hour Master in Public Health (MPH) degree. The degree can be completed on-line with the exception of one campus based intensive course. While that on-line program is still under development, we currently have dozens of MPH students most of whom are professionals working in public health around the State of Montana. Ann Cook developed and teaches a core course on ethics for the MPH program. Students rave about the course and Ann’s case-based approach to teaching. Moreover some students have expressed an interest in taking more on-line graduate courses in ethics, which are currently not offered at UM. The four courses proposed in the Certificate in Bioethics would fill that need for MPH students. Indeed I can imagine a number of MPH students will combine the bioethics certificate with the MPH degree, which they can accomplish through taking the Certificate in Bioethics as electives for the MPH degree. In essence it would provide MPH students with the option of specializing in ethics as part of their generalist MPH degree. I am confident that this option will be attractive to students, especially since there are very few relevant on-line graduate courses that satisfy the elective requirement.

As an active researcher, I also provide research mentorship undergraduate and pre-doctorial students, postdoctoral fellows and (increasingly) junior faculty. My mentees have been awarded what have become very competitive pre-doctorial fellowships and supplemental funds to support diversity from the National Institutes of Health. I am also providing mentorship to a UM faculty member who is applying for a career development grant from the National Institutes of Health. Application for funding in each of these programs requires that we describe a plan for on-going training in the protection of humans and ethics. It is expected that the training will be much more extensive than the basic on-line training that UM researchers take to satisfy the requirements for the Institutional Review Board. It has been very difficult to provide this training at UM. In one case, reviewers asked us to provide more training that we initially proposed. Again the courses offered by the Certificate in Bioethics would both satisfy the application requirement and provide trainees with high quality, structured and interactive training.
I am very enthusiastic about the possibility of the Certificate in Bioethics for both MPH students and research trainees. Please let me know if I can be of any assistance as the proposal moves forward in the approval process.

Sincerely,

Kari J. Harris

Kari Harris, PhD, MPH
Associate Professor
To Whom it May Concern,

I would like to offer strong support to the Bioethics Certificate Project. To the best of my knowledge this is a unique certificate program that fills an important educational need in rural health care ethics. Most graduate bioethics programs are located at large medical centers in urban areas. These programs address issues that are largely associated with that setting. Because of this they do not focus on ethical issues relevant to rural healthcare professionals. The University of Montana program specifically targets this unmet need. Rural healthcare professionals will greatly benefit from the opportunity to systematically consider ethical issues that arise in the workplace. This certificate program is solidly based on research and is composed of highly qualified scholars and teachers who have devoted many years to research into rural healthcare ethics. In addition the program is well-designed to fit the continuing education needs of the targeted health care professionals. It can be completed online and in one year.

Sincerely,

Dane Scott
Director, Center for Ethics
Associate Professor, Department of Society and Conservation
College of Forestry and Conservation
The University of Montana
September 24, 2009

UM Faculty Senate
University Hall 221
University of Montana
Missoula, MT 59812

Colleagues:

Professor Ann Freeman Cook has asked me to write a letter of support for her proposal for a Bioethics Certificate Program. I am pleased to do so in my capacity as Professor of Pharmacy Practice and Director of the Montana Geriatric Education Center, which is housed in the College of Health Professions and Biomedical Sciences on the University of Montana campus.

The proposed Bioethics Certificate Program would be a valuable resource, both for pharmacists and other health care professionals interested in ethics, as well as all practicing health care and social service professionals working with Montana’s aging population. Almost all health care professionals, including pharmacists, have a requirement for continuing education, and there is a new emphasis on in depth study of a topic, rather than superficial updates on many subjects. The proposed certificate program would provide an excellent opportunity for an in depth study of the subject of bioethics for those health care and social service professionals, as well as students preparing for those fields. The proposed orientation towards ethical issues and dilemmas that arise in rural areas is particularly appropriate.

The Montana Geriatric Education Center has an online curriculum as one of its initiatives and has been building this curriculum for the past seven years. Ethics is a subject area that has not been addressed to date in the MTGEC curriculum, so having this certificate program available for our participants would complement our offerings. The proposed online format is an excellent one for reaching students in all areas of our large, rural state, and has worked well for the Montana Geriatric Education Center.

The MTGC would be willing to help promote the Bioethics Certificate Program through our website as well as through our many continuing education programs and materials. The Institute for Gerontology Education on the University of Montana campus would also be available to support and promote the program at the undergraduate level to those students interested in gerontology.

We look forward to the availability of the Bioethics Certificate Program at the University of Montana in the near future!

Sincerely,

Gayle Huddins, Pharm.D.
Professor, Pharmacy Practice
Director, Montana Geriatric Education Center
September 1, 2009

Faculty Senate
University of Montana
Missoula, MT 59812

Dear Senate President,

I am writing to offer my support of the Bioethics Certificate Program proposed by Drs. Anne Cook and Helena Hoas. I have had the opportunity to work with them over the years in a variety of situations and deeply appreciate the attention their research has brought to the ethical challenges encountered in rural health care settings. Clearly this program will meet an important need of rural, if not all, health care providers.

I first met Drs. Cook and Hoas when I served as a member of the executive board of the Saint Patrick Hospital Institute of Medicine and Humanities. They were then, and continue to be, very committed to ensuring that ethical discussions and practices guide the interactions between patients, families, providers and healthcare systems, especially in the areas of end-of-life treatment decision-making. As a clinical specialist in gerontological nursing, I am acutely aware of the significant ethical dilemmas that can occur, especially as a person’s health deteriorates. This is a very stressful and difficult time for patient, families and healthcare providers alike. It is important that informed end-of-life treatment decision-making be supported by ethical, evidence-based practice designed to reduce stress, improve communication and enhance compassion during this very difficult time. Traditional methods used to teach the principles of ethical practice to students (who often have very little clinical experience) need to be supplemented by practical, interactive ethics education this programming can provide.

This programming will benefit not only health professions undergraduates but the graduates as well. As an advanced practice nurse and nurse educator, I know how challenging it is for healthcare providers to provide ethical care in the current dynamic (often turbulent) rural and urban healthcare settings. The baccalaureate nursing students I work with raise important questions about ethically challenging practices they have observed in the clinical settings, so it is not surprising to me that the need for continuing education in bioethics has been a consistent finding in Dr. Cooks’ and Dr. Hoas’ research with rural healthcare providers. The proposed Bioethics Certificate Program is an excellent strategy that will begin to address this need by providing relevant ethical education using action teaching. It also will provide novice nursing students with an opportunity to engage in an interdisciplinary discussion of ethical issues outside of their regular nursing courses, an opportunity that is sorely missing in most health professions educational curricula.

I encourage you to support this proposal and thank you for your consideration of my request.

Sincerely,

Linda Torma, MSN, APRN, GCNS-BC
Clinical Specialist in Gerontological Nursing
Adjunct Assistant Professor, MSU-Bozeman College of Nursing, Missoula Campus
September 3, 2009

Faculty Senate
The University of Montana
Missoula, MT 59812

Dear Members of the UM Faculty Senate:

I am pleased to write this letter of support for the proposed Bioethics Certificate Program. The mission of our organization, the Northwest Research and Education Institute, is to enhance quality healthcare through research and education with an emphasis on the needs of rural/frontier healthcare providers and communities. As the Executive Director, I regularly encounter bioethical questions related to the access and delivery of healthcare in extreme rural/frontier areas of our state and region and I applaud your efforts to develop this program.

As far as I know, there are no other certificate programs in the US, or for that matter, any academic ethics programs or courses for healthcare professionals, which are devoted to the unique challenges of bioethics in extreme rural/frontier locations. Over the past few years, a group of us here in Billings – others within my institute and faculty from the university - have talked about the need to focus on bioethics in the frontier, especially in light of healthcare reform. Many healthcare providers and others in Alaska, Idaho, Nevada, New Mexico, Wyoming, and other frontier regions encounter bioethical questions everyday, care deeply about these issues, and would welcome the opportunity to contribute to an effort like the certificate program. The four core courses that have been proposed would provide information and skills that are directly relevant to lives of rural healthcare providers. It is significant that the course content will be developed based upon findings from rural studies.

Thank you for your consideration of this new Bioethics Certificate Program, an education program which has the potential to positively impact the quality of care in rural/frontier Montana and elsewhere.

Sincerely,

Deborah Peters
Executive Director
September 8, 2009

Nancy W. Hinman, Ph.D.
Chair, Faculty Senate
The University of Montana
Missoula, MT 59812

Re: Certificate in Bioethics

Dear Dr. Hinman:

The Western Montana Area Health Education Center (AHEC) is pleased to provide this letter of support for a Bioethics Certificate Program. High among the mission priorities for AHEC is the retention of health care personnel in rural and underserved communities. Professional isolation is a contributing factor in personnel turnover in rural Montana. Therefore, the Western Montana AHEC seeks to create needed professional continuing education in an effort to allay professional isolation. The proposed Bioethics Certificate Program could be a meaningful addition to on-going education needs of medical providers in our region.

We urge the Faculty Senate to approve the proposed Bioethics Certificate Program.

Sincerely,

[Signature]

Lawrence L. White, Jr.
Director
September 12, 2009

Dear Program Review Committee:

As a community health educator who teaches health promotion at The University of Montana I strongly support the Bioethics Certificate Program proposed by the Director of the National Rural Bioethics Project. In my role as a teacher, I continually impress upon my students the value of developing health related programs that are grounded in ethical principles and are informed by, and responsive to, local needs and distinctive social and cultural patterns. Furthermore, I am aware of the increasing role of government in the promotion of the public’s health and I am concerned that health professionals whose job it is to inform individuals who are directly involved in the “legislation of health” often are unaware of the ethical implications of their actions. The availability of on-line courses in bioethics will provide an opportunity for all professionals, regardless of their geographic location, to enhance their knowledge and skills in this increasingly important area.

In our undergraduate and graduate programs in the Department of Health and Human Performance we prepare students to become Certified Health Education Specialists. Many health educators choose to work in rural areas where human service providers have consistently reported a lack of access to relevant ethics training that addresses problems that arise within that context. The establishment of a Bioethics Certificate Program would provide our students with the knowledge and skills necessary to identify and resolve ethics related issues that accompany the development of health related programs. Furthermore, students in the Health and Human Performance Department would be able to complete the certificate program without adding more than a few credits to their current program of study. By choosing to take their elective course requirements in bioethics, both undergraduate and graduate students will be able to enhance their professional skills without delaying the completion of their degrees.

I strongly endorse the establishment of a formal, competency based course of study in bioethics. It is my hope that through the support of this program we can make a positive difference in the lives of Montana’s rural, vulnerable and underserved populations.

Sincerely,

K. Ann Sondag, Ph.D., CHES
Professor, Health Promotion
September 5, 2009

Dear Ann,

I would like to take this opportunity to offer my enthusiastic support for the proposed Bioethics Certificate Program. This 4 course program would respond to the need for relevant, practical, bioethics training opportunities for working professionals. As a practicing physician and as Director of the Institute of Medicine and Humanities, I can well attest to the need for such an effort. Healthcare providers do not currently have enough options for obtaining practical and relevant education in bioethics. In particular, there are few courses that move beyond the focus of specific academic disciplines to delve into practical issues that we deal with in practice daily. A certificate program that is interdisciplinary and would allow exploration of the ethical linkages, issues, challenges, and approaches that exist within and among the diverse healthcare and health-related disciplines would be extremely valuable. I also applaud your commitment to a highly experiential approach to learning that integrates the key findings from your rural studies. Finally, the very practical emphasis your Bioethics Certificate Program places on developing and enhancing the skill set necessary for busy practitioners to approach ethical dilemmas common to patients in rural areas is welcome, and enrollment will underscore the popularity of this approach.

The Bioethics Certificate Program brings useful discussion to a campus with 13 different training programs in the health care field. As Director of the WWAMI program of medical student clinical training in Missoula, I can underscore the need for this kind of curriculum.

I will wholeheartedly support and work closely with the faculty of this Bioethics Certificate Program to help make it a successful endeavor.

Sincerely,

[Signature]

P. Schlesinger, MD
Executive Director
IMH/WWAMI Program

173 Skaggs Building 32 Campus Drive Missoula, Montana 59812 Phone: 406.243.4576 Fax: 406.243.4141

A joint program of St. Patrick Hospital and Health Sciences Center and The University of Montana
Dear Ann:

I am pleased to provide this letter of support for the Bioethics Certificate Program at the University of Montana-Missoula. Having directed and managed clinical research for 20 years now, and working closely with research physicians from nearly every clinical area in several medical schools and hospitals; I understand well the ethical challenges that both IRBs and research investigators face in the conduct of clinical research.

I currently oversee two clinical research programs here at St. Patrick Hospital and Health Sciences Center in Missoula. We regularly have 30-40 ongoing, active clinical research protocols in neuroscience and cancer. Our inpatient projects, as well as investigator-initiated projects are reviewed by our local IRB, and we also use the services of several centralized IRBs for our outpatient studies. Though our challenges vary from project to project, and from physician to physician, there are always shared interests across the board in addressing the complex safety and ethical issues involved to best protect our patients.

Having adequate training both for our physician investigators and for members of our IRB is a vital piece of the proper conduct of our research. This is a challenge that requires particular attention in rural areas and community hospitals, where exposure to and experience with clinical research can sometimes be less developed. It is equally important to provide education in research ethics for students who will become the future researchers of our time. As the Preceptor for PharmD students rotating through clinical research, I’m often told by them that they would benefit from more and better education in the area of research ethics.

The focus of your efforts will make critical contributions to our clinical research in the rural state of Montana. I am pleased to extend my support for this valuable project.

Sincerely,

Cindi Laukes, M.A.
Director, Clinical Research
The Montana Neuroscience Institute
September 3, 2009

University of Montana
Faculty Senate
University of Montana
Missoula, MT 59812

To Whom It May Concern:

This letter is in support of the proposed Bioethics Certificate Program. I can attest to the critical need for the program both from the perspective of a Ph. D. candidate at the U of M and as a working health care professional in Montana. Rural health providers currently lack access to appropriate resources for ethics related decision making in the contest of small towns and hospitals of rural Montana. Existing certification programs lack content relevant to health care providers practicing in often remote rural areas. The proposed certificate program will be practice based and of vastly more use than programs which privilege theory over practice.

I urge you to approve the Bioethics Certificate Program. It can provide tremendous and much needed support to students anticipating health care related careers and practicing clinicians facing difficult ethical decisions in patient care. Please feel free to contact me if I can offer further information.

Sincerely,

[Signature]

Cindy A. Schaumberg MSW, LCSW
Clinical Nephrology Social Worker
St. Patrick Hospital & Health Sciences Center Dialysis
615 W. Alder
Missoula, MT 59802
406-327-1772
schaumberg@saintpatrick.org
September 11, 2009

Ann Freeman Cook, Ph.D.
Research Professor
Director, National Rural Bioethics Project
Department of Psychology – Corbin 341
The University of Montana
Missoula, MT 59812

Dear Ann,

Please accept this letter as support from St. Patrick Hospital and Health Sciences Center for the University of Montana’s plan to pursue offering a four course, 12 credits certificate in Bioethics.

I see a definite need in for a bioethics program in the west and specifically rural Montana. The University of Montana will offer the perfect opportunity for St. Patrick Hospital employees to take advantage of such a program to further their education in the area of ethics which in turn will improve the quality of healthcare in our community. In addition, courses offered would allow non-clinical leaders and hospital board members the opportunity to understand and prepare for complex ethical healthcare decision and policy making.

I am more than willing to be contacted personally to further elaborate the need of this education.

Sincerely,

[Signature]

Joyce Dombrouski, RN, MHA
Vice President of Nursing
To Whom It May Concern:

I am grateful for the opportunity to write a letter in support of the proposed Certificate in Bioethics Program at the University of Montana. I first encountered the work of the Rural Bioethics Project when I was a graduate student at the Oregon Health Sciences University. I met Dr. Cook at a research conference and she gracially shared with me some of her work. While I currently work in large metropolitan areas, in my career I have worked in areas that served rural populations.

It is striking to me how much academic centers fail to appreciate the nuances inherent in the health care needs of people in rural areas. The proposed program would fill a gaping hole in the available training opportunities for individuals who live and practice in rural areas. The work of the Rural Bioethics Project has contributed in a meaningful way to the understanding of ethical issues encountered in the care of rural populations. Drs Cook and Hoas are well positioned to develop a meaningful curriculum for individuals seeking additional training in ethics as it relates to rural and underserved populations.

I am currently a member of the American Society for Bioethics and Humanities (ASBH) standing committee on Clinical Ethics Consultation Affairs. One of the charges of this committee is to work on identifying minimum competencies for clinical ethics consultants. At our first meeting we as a group discussed the unique challenges of individuals practicing in rural areas, in part because of the limited opportunities available to further ethics expertise. The proposed Certificate in Bioethics program at the University of Montana would most certainly meet the needs of those seeking this training. I can imagine a steady stream of students for such a program and a fabulous opportunity to further expand the work of the Rural Bioethics Project to improve the health care for people in rural and underserved areas. I offer my whole hearted support for this endeavor.

Sincerely,

Lucia D. Wocial, RN, PhD
Nurse Ethicist, Clarian Health
Adjunct Assistant Professor, Indiana University School of Nursing
September 7, 2009

University of Montana Faculty Senate
Missoula, MT

To Whom It May Concern,

I am writing in support for a Certificate in Bioethics program at the University of Montana that is being proposed by Dr. Anne Cook and colleagues.

I am a practicing Clinical Laboratory Scientist with more than 25 years of experience, and am currently completing my Masters in Public Health on-line through the University of Montana. I understand the importance of a course of study in which students will be taught to recognize moral problems in public health and clinical practice, research and health policy, as I often deal with these sorts of dilemmas at my current workplace, as the Deputy Laboratory Director at the Montana Public Health Laboratory.

In addition, by pursuing my MPH while still working full time, I value the opportunity to have these resources available to me through distance learning. I was privileged to take my Ethics course during the Summer of 2008. I wasn’t sure that Ethical Issues in Public Health could be effectively taught through distance learning since so much of the coursework requires debate and discussion. However, Dr. Cook very successfully engaged all of the class and achieved the necessary interaction, and the on-line experience was very positive.

I believe that many health-related professionals already working in rural areas such as Montana would benefit from this Certificate in Bioethics, especially because of its emphasis on rural health. There would also be value to those individuals still pursuing their undergraduate or graduate studies in health related disciplines.

I urge you to support this proposal, as I believe a need exists in the health community for the knowledge gained through a Certificate in Bioethics, especially with an emphasis on rural health.

Sincerely,

Susanne Norris Zanto, CLS(NCA) SM(NRCM)
MPH Candidate

"Working Together to Empower Montanans"
September 11, 2009

Faculty Senate
The University of Montana—Missoula
32 Campus Drive
Missoula, MT 59812

Dear UM Faculty Senate:

It is my pleasure to write a letter in support of the Bioethics Certificate Program being submitted to the Faculty Senate by the National Rural Bioethics Project at The University of Montana—Missoula.

The state of Montana has significant rural and American Indian populations. Given this, it is necessary for academic and non-academic researchers to have access to practical ethics coursework because the principles of these groups may differ from that of urban populations. For example, in some cultures it is considered rude to maintain direct eye contact with an elderly individual. Communities also tend to be multi-generational, which can affect how outsiders are perceived. As a result, it is vital to offer courses that incorporate issues that are significant to both these population groups.

In conclusion, I fully support the efforts of the National Rural Bioethics Project’s Bioethics Certificate Program that is designed to provide a basic introduction to bioethics with an emphasis on practice-based repercussions for decision-making in healthcare.

Sincerely,

Jamie S. Kennedy, Pharm.D.
LT, United States Public Health Service
Staff Pharmacist
Blackfeet Community Hospital
Browning, MT
John Felton, MBA, FACHE
1614 Morocco Drive
Billings, MT 591045
(406) 259 – 7801

September 3, 2009

University of Montana Faculty Senate
c/o: Ann Freeman Cook, Ph.D.
   Research Professor,
   Director, National Rural Bioethics Project
   Department of Psychology - Corbin 341
   The University of Montana
   Missoula, MT 59812-7397

To whom it may concern:

I am writing today in unqualified support of the proposal championed by Drs. Cook and Hoas to develop a Bioethics Certificate Program with an emphasis on the ethics of rural healthcare services. I base my support for this proposal on my experiences as a healthcare provider and administrator, a local public health leader, and an MPH candidate in the University’s School of Public and Community Health Sciences. For the last five years I have served our community as the Executive Vice President of Operations for RiverStone Health (the local public health agency for Yellowstone County, MT) and the Assistant Health Officer for Yellowstone County.

Healthcare ethics represent one of the greatest challenges and opportunities in healthcare today. We live in an era in which the development of technologies is far outstripping our consideration of the ethical implications of those technologies. As our nation’s leaders debate the merits of potentially transformational reformation of the complex healthcare system that comprises nearly one-fifth of the world’s largest economy, we focus our attention on payment reform, workforce development, insurance reform, the role of government, and myriad other details yet the reform discussion is strangely silent, perhaps dangerously so, to the ethical and moral underpinnings and consequences of the system and its proposed changes.

The University of Montana had the foresight to ensure that its MPH program includes PUBH 570, Ethical Issues in Public Health, which is taught by Professor Cook. As one of the first cohort of UM MPH students, I had the opportunity to be in the inaugural offering of PUBH 570. I entered this class in 2006 with 30 years of healthcare experience that ran the gamut from working as a nurse’s aide in a community nursing home to leading a regional cancer center as its Chief Executive Officer and included experience in home care, hospice care, inpatient hospital care, rehabilitation, long term care, primary care, and most recently public health. Some of my fellow students were at very early points in their careers, so we brought a rich diversity of experience and perspectives (“lenses” as Dr. Cook would soon teach us) to our shared journey of ethical discovery. We all learned much about ourselves, our belief systems, and most importantly how to ensure that the ethical discourse is inextricably integrated into the overall discussion and analysis of public health and healthcare issues; as an editorial comment, given the absence of ethical consideration in the political debate
over healthcare reform, perhaps Congress and the Administration ought to be required to spend a summer studying with Professors Cook and Hoas.

Perhaps the greatest benefit of PUBH 570 to our group as students and me personally as a public health professional is the unique focus Dr. Cook placed on the implications of rurality on ethics. It is easy to assert that the ethical discourse should proceed independently of the social setting and context, but in reality it is apparent that context matters. Consider this simple scenario: Your physician asks you to consider participating in a clinical trial for which her practice is a clinical site. She properly assures you that your decision to participate or not to participate will have no impact on the care you will receive from her. Most of us sitting in Missoula or Billings would feel fairly comfortable saying “No, thanks” because even if we sense that the doctor is disappointed or even perturbed with us we can always switch physicians to someone else in the group or community.

Now, consider exactly the same scenario but change the setting to the frontier reaches of eastern Montana. Your doctor is not only the only healthcare provider for a 100 mile radius, but she delivered you when you were born, delivered your children, came to your house every time you called her at 2:00 AM, and sat holding your hand and your father’s hand as he slowly but comfortably passed away after a long bout with cancer through which she ensured his comfort and freedom from pain. Is it as easy to say “No, thanks” in this scenario? If context doesn’t matter, then the answer is yes, but in reality context matters. If you decline, what will happen the next time you call at 2:00 AM? How will you feel when you run into the doctor you disappointed in the grocery store or at the weekly high school football game?

Dr. Cook taught us that as public health and healthcare professionals we need to be aware that the power differential can be easily, even if inadvertently, shifted in our favor under conditions of rurality. This is a powerful lesson and one that should not be limited to those students in the MPH program. The University of Montana has made numerous efforts to create a niche, a sustainable competitive advantage if you will, for itself as an institution that has a special understanding of what it means to live in rural America and the intermountain west. The proposed Bioethics Certificate Program is not only completely consistent with the University’s vision and niche, but also creates a unique and important addition to the body of knowledge in healthcare, public health, and certainly bioethics. The on-line format engenders the ideal opportunity for working professionals in Montana and across the nation, indeed around the world, to gain this specialized and critical knowledge in a fashion that again reinforces the University’s commitment to serve persons living in rural areas.

For all these reasons, I strongly encourage the Faculty Senate and the Board of regents to approve the proposal championed by Professors Cook and Hoas to create the University of Montana Bioethics Certificate Program.

Respectfully,

[Signature]

John Felton, MBA, FACHE
September 17, 2009

University of Montana Faculty Senate
Ann Freeman Cook, Ph.D.
Research Professor,
Director, National Rural Bioethics Project
Department of Psychology - Corbin 341
The University of Montana
Missoula, MT 59812-7397

To whom it may concern:

I am writing today with enthusiastic support of the proposal to develop a Bioethics Certificate Program with an emphasis on the ethics of rural healthcare services. I base my support for this proposal on my experiences as a local public health professional and health officer for a rural county in Montana.

Healthcare ethics represent one of the greatest challenges and opportunities in healthcare today. Additionally, there are many ethical issues in public health practice in Montana. Some of the key public health ethical areas include: use of public health authority; proper and ethical resource allocations; negotiating political pressure; and ensuring quality standards of care. The public health professional needs to have the framework and skills to address public health situations.

I am particularly enthusiastic about a program that emphasizes the implications of rurality on ethics. Distinct ethical issues can develop in more rural areas of the country and we have not had much support and guidance when trying to resolve them. For example, rural areas often have scarce resources and the decisions and the pressure on how to allocate those resources are very important.

It is an exciting and challenging time to be a public health professional in rural Montana. Pandemic flu, obesity prevention, scarce resources, and health care reform are all areas that sound ethical decisions are needed. Also, the on-line format planned for this program offers an ideal opportunity for working professionals in Montana and across the nation.

For all these reasons, I strongly encourage the Faculty Senate and the Board of regents to approve the proposal to create the University of Montana Bioethics Certificate Program.

Sincerely,

Melanie Reynolds, MPH
Health Officer
Lewis and Clark County

The mission of the Lewis and Clark City-County Health Department is to improve and protect the health of all Lewis and Clark County residents.
September 20, 2009

Helena Hoas, Ph.D
Research Director
National Rural Bioethics Project
Professor, Research
Department of Psychology
343 Corbin Hall
The University of Montana
Missoula, MT 59812-7397

Dear Dr. Hoas:

This letter is written in support for approval to offer a Bioethics Certificate through the University of Montana – Missoula. As healthcare professionals, we often encounter situations that present ethical dilemmas, either personally or professionally.

The accrediting organization for hospitals, The Joint Commission, identifies several standards that define organizational processes that must be present to address ethical dilemmas in patient care. Each accredited hospital must have a multidisciplinary Ethics Committee which is comprised of a variety of healthcare professionals and generally physician led.

As a nursing leader in management and administration for several years, it is common that Nurses are asked to be participate in Ethics Committees and Patient Case Reviews with little education regarding a framework and understanding of ethical decision making. A larger framework embraces Catholic Healthcare institutions through the Ethical and Religious Directives.

I am in support of a Bioethics Certificate Program to be administered in a formal competency based course of study. This is particularly important to our more rural Montana communities that have fewer and/or limited resources with expertise in this very critical review process.

Sincerely,

[Signed]

Sue Warren, RN, MSN, C.N.A., BC
Clinical Director
GFC Clinic
1400 29th Street South
Great Falls, MT 59405

GFC-Specialty Center
3000 15th Avenue South
Great Falls, MT 59405
406-454-2171

Clinic Cancer Care
3000 15th Avenue South
Great Falls, MT 59405
406-454-2171

GFC-Immediate Care
1400 29th Street South
Great Falls, MT 59405
406-454-2171

GFC-Marketplace
2012 14th Street Southwest
Great Falls, MT 59404
406-727-2171

GFC-Northwest Clinic
1600 Division Road
Great Falls, MT 59404
406-268-1600

GFC-Chateau Clinic
914 4th Street NW
Choteau, MT 59422
406-466-3255

GFC-Fairfield Clinic
124 Central Ave.
Fairfield, MT 59436
406-467-2304

Helena Physicians' Clinic
3310 Plummer Lane
Helena, MT 59602
406-442-1570

Helena Physicians' Clinic
Vision Center
1005 Partridge Place
Suite 6
Helena, MT 59604
406-444-3180
Ann Cook, Ph.D.
Director, National Rural Bioethics Project
Department of Psychology
The University of Montana

September 21, 2009

Dear Ann:

I am very pleased to offer a strong support for your current proposal to establish a Bioethics Certificate program at the University of Montana, Missoula. I believe that with its focus on professionals who work in health and human services in rural areas, this program will help to fulfill an essential need for relevant training for those who work under challenging circumstances.

I have learned, over the years, how very difficult it is for rural providers to have access to relevant and practical ethics training. For example, the opportunities for attending training activities are limited for rural providers due to vast geographic distances and the resultant increase in the time and resource commitment.

I have also learned that the research and clinical environment in rural communities can present special issues. However, I am not aware of any existing ethics training program that would focus explicitly on rural issues. Often, ethics training curricula focus on academic issues analyzing hypothetical scenarios and questions. Yet, based on my research experiences, I am aware that rural healthcare providers face very practical ethical challenges such as those related to lack of patient-clinician confidentiality stemming from living and working in a small community or those related to severe lack of resources — time, money and personnel — that are present in many rural hospitals. Rural providers often receive little or no training on how to resolve these real-world problems. Furthermore, rural healthcare providers receive little or no training on how to navigate the protection and consent issues related to participation in research studies.

The proposed Bioethics Certificate program that builds on your expertise and long-term research and involvement in rural communities and healthcare settings would help address these needs by providing rural providers with relevant knowledge, skills and resources for their everyday practice.

Please keep me informed of the status of this important effort.

Warm regards,

[Signature]

Katarina Gutmannova, Ph.D.
Research Scientist
Social Development Research Group
9725 3rd Ave. NE, Suite 401
University of Washington
Seattle, WA 98115
Brian D. Ostrum  
2 Lariat Drive  
Billings, MT 59102  
brian.ostrum@grizmail.umt.edu

September 8, 2009

To the UM Faculty Senate:

I am writing today in support of the Bioethics Certificate Program proposed by Drs. Cook and Hoas. I am currently a graduate student in the University of Montana’s MPH program. In 2006, I took Dr. Cook’s online course, PUBH 593: Ethical Issues in Public Health as an elective.

The course I took with Dr. Cook gives me a strong basis from which to recommend this program. Just like the ethics course, the proposed certificate program is online, empirically grounded, and captures the teaching style of Dr. Cook. I found that the format of the ethics course was critical to its success in addressing the needs of the class, which was composed of students and professionals across multiple disciplines, and I am confident that this format would be similarly suitable for the Bioethics Certificate. Dr. Cook’s teaching, combined with consummate direction from Dr. Hoas, will respond well to the needs of Montana and beyond.

Dr. Cook made a considerable effort to dissolve the barriers intrinsic to any online course. I attribute part of her success to the range of communication modes she employed—from the discussion and announcement sections of the Blackboard software to class and individual emails. Through such channels, she maintained a stronger presence than I had ever felt from any professor before—whether online or in person. This was crucial for me, since the reading and writing demands exceeded those I had experienced in either my bachelor’s degree in chemistry, biology, and psychology, or in my master’s degree in neuroscience. Since our discussions were in writing, they had a sense of permanence and accountability that encouraged insightful critique. This is a powerful aspect of the online format, as clearly such permanence and accountability also exists in practice. While rigorous, the excitement of the class reciprocated Dr. Cook’s own enthusiasm.

My prior experiences with ethics courses led me to resist them since they tended to focus mainly on theoretical approaches. For this reason, I would not tend to recommend more ethics courses as a way to promote ethical thinking. At both the undergraduate and graduate levels, I have seen lockstep theoretical curricula too often leave students with a distaste for the subject, eventually relying on rules and incentives as solutions to ethical tensions. Any incentive system, however, can be subverted by ill will. Drs. Cook and Hoas have responded to the call for heightened ethical thinking by facilitating a practical environment that strives to create and nurture both moral will and moral skill, a necessary combination for practical wisdom.

The dialogic aspect of Dr. Cook’s course fostered ethical inquiry as it plays out in practice. Our class grappled with empirical issues, where roles and relationships were often unclear and ethical dilemmas did not fit neatly into this vs. that paradigms commonly emphasized in other ethics courses. The evidence-based discussions necessitated a shift from purely positional arguments to merit-based ones. Our class quickly learned that uncertainty pervades ethical situations and that we must often embrace that uncertainty rather than avoid it, just as in real-life scenarios.
PUBH 595 has continued to provide benefit, a testament to the value and need for the Bioethics Certificate endorsed by Drs. Cook and Hoas. After taking the course, my fellow classmates and I strongly recommended that it be required for the public health program. Today, I am glad that it is. Furthermore, this course continued to have an influence on me during my recent master’s in health communication at Purdue University, where I worked for Purdue’s IRB and started an ethics essay award in honor of Dr. Cook. Most importantly, the efforts of Dr. Cook have helped shape my goals of pursuing rural medicine and public health in Montana.

The proposed Bioethics Certificate Program aligns well with those who are pursuing degrees or practicing in legal or health-related fields, and I am proud to recommend this program for The University of Montana.

Sincerely,

[Signature]

Brian D. Ostrum
Arladne A. Avellino, MPH
aaboomer@gmail.com

To:
University of Montana Faculty Senate
The University of Montana
Missoula, Montana 59812-7397

To Whom It May Concern,

I write to strongly support the institution of a certificate of bioethics organized by Drs. Cook and Hoas at the University of Montana. As a previous student at the University of Montana, I was given the amazing opportunity to work with Drs. Cook and Hoas through my Honors Project sponsored by the Davidson Honors College. Having worked in clinical medicine in Missoula- in emergency medical services, having completed my masters in public health and now being close to completing my medical degree, I can completely attest to the need for the type of program of study in bioethics that they propose.

Though Missoula itself is not rural, as you know, many rural communities that have extremely limited access to healthcare resources surround it. Because of this, many residents travel fairly long distances to seek care in urban areas like Missoula. The caregivers in these areas have very limited time and resources to pursue continuing education opportunities such as exploring issues in bioethics. In sponsoring an online certificate program like the one proposed, the University of Montana would benefit these healthcare providers and communities with ongoing access to important educational opportunities that, I believe, would improve the quality of care they and their institutions are able to provide. Further, making this course of study available to those interested who live and work in larger areas such as Missoula would allow these caregivers new opportunities to further understand the complex issues, ethical dilemmas, and often system-wide conflicts that plague healthcare delivery in rural medicine and many more of the patients they serve who travel seeking services.

As a student who just completed a course of study in public health and who will be completing my medical doctorate in December, I can attest to the necessity for increased opportunities for study in medical ethics. Though, technically speaking, ethics study is required by the Liaison Committee on Medical Education (LCME) and its sponsoring group the American Association of Medical Colleges (AAMC) in medical school, the time and efforts spent on these issues are severely lacking. Having had the opportunity to pursue an in-depth study in bioethics with Drs. Cook and Hoas while studying as an undergraduate at the University of Montana, I have been extremely disappointed with the course of study and resources available at the graduate level in these areas. And, as a current student in suburban New York, as a student, I have had absolutely no access to studying bioethics of rural medicine,
though I hope and plan to return to practicing in an area like Missoula where knowledge of ethics issues in rural medicine is extremely beneficial. I use myself as the example, because having an online certificate program like this one proposed would be perfect for people like me living in metropolitan areas. I would love to do it!

Finally, there has been a great push in medical education, as I am sure there has been in undergraduate and graduate education, to support the learning styles of the ‘Millennial Generation.’ Sponsoring online programs such as this one at the University of Montana greatly encourages students to pursue their interests through an educational manner that they prefer and can relate to. Not only will this program be accessible to people across the United States because of it being online, but students who are in Missoula will also greatly benefit from its existence simply because many of them prefer courses that encourage and support the characteristics of ‘Millennial Generation.’

I was so excited when Drs. Cook and Hoas told me about this program. I hope that my alma mater will support their efforts. If you have any questions or comments, please feel free to contact me at your convenience.

Thank you for your time.

Yours truly,

Ariadne Avellino
[signed 9/4/09]

Ariadne Avellino, MPH
MD Candidate Class of 2009
University of Montana Graduate Class of 2003
September 9, 2009

Dear University Faculty Association:

It is with enthusiasm that I write this letter of support for the implementation of the Bioethics Certificate Program under review at the University of Montana for Drs. Ann Cook and Helena Hoas. Now is the time while the country focuses on health care for these talented researchers to use their research experience to the benefit of the University of Montana and the health community at large. Coursework can shed light on very important issues such as the context and expectations of health care, patient safety, protections when conducting human subject research, risks and health interventions, disease prevention and control, rationing and allocation.

My support of this effort is based on my experiences as an educator, a student, a Native American, and a former member of the Joint Investigational Review Board for St. Patrick and Community Hospitals, Missoula. The lack of relevant and practical ethics coursework can undermine important efforts such as the development and training of Institutional Review Boards, more than adequate preparation for university students to enter the health careers workforce, and health care personnel to sustain a clear picture of past and present bioethics.

I have learned that bioethics is a critical area of inquiry for persons who are involved in health and human services, research and education. During an IRB training program I attended in Great Falls Dr. Jeremy Sugarman from Duke University, a featured speaker, was asked why the prestigious Duke University research programs were shut down for not following IRB protocol. His answer was simply...hubris. We cannot afford, at any level, to ignore the importance of bioethics in health care training or practice.

However, I have learned that very few courses approach those issues in an interdisciplinary fashion. Moreover, I do not know of any other certificate programs that focus on bioethics in rural settings. Drs. Cook and Hoas were guest speakers for our Mental Health Careers Opportunity Program in the UM Psychology Department, a recruitment program for high school students from Indian reservations and rural areas. They became an asset to our program because of their first hand knowledge of bioethics in rural settings and their ability to tailor their presentations to the level of their audience. Indeed, they taught a writing course for our advanced students and received some of highest student evaluations.

With sincere recommendations,

Linda Osler
PO Box 9438
Missoula, MT 59807
406 370-4961
September 18, 2009

Dear Faculty Senate,

As a Master of Public Health student I am very interested in the proposed Bioethics Certificate Program! In real world situations where theory meets practice and where resources are limited, I believe that it is especially important to have a solid foundation in bioethics to draw from. For myself, I do not think a deep understanding of ethical principles should be left to on the job training when my greatest teacher may be trial and error. Rather, I prefer to be prepared to meet controversy with a solid knowledge base. Furthermore, the current bioethics course offered through the MPH program challenged my perceptions and fostered a desire to dig deeper and increase my understanding of various topics. For this reason, I believe the Bioethics Certificate Program will foster a desire for lifetime learning among its students.

Sincerely,

Julie Stevens
## I. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept / Program</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Clinical Topics in Rural Bioethics</td>
</tr>
<tr>
<td>Short Title</td>
<td>Clin Topics Rural Bioethic</td>
</tr>
<tr>
<td>Summarize the change(s) proposed</td>
<td>New course, one of four courses that will be developed for the proposed Bioethics Certificate Program</td>
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## II. Endorsement/Approvals

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

<table>
<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requestor:</td>
<td>Ann Cook, Ph.D.</td>
<td>1/28/09</td>
</tr>
<tr>
<td>Phone/ email:</td>
<td>2467</td>
<td></td>
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<tr>
<td>Program Chair/Director:</td>
<td>Allan Szalda-Petree</td>
<td>11/5/09</td>
</tr>
<tr>
<td>Other affected programs:</td>
<td>Continuing Education</td>
<td>11/5/09</td>
</tr>
<tr>
<td>Dean:</td>
<td>Chris Comer</td>
<td>11-5-09</td>
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## III: To Add a New Course

**Syllabus and assessment information is required (paste syllabus into section V or attach). Course should have internal coherence and clear focus.**

**Exact entry** to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability [if applicable], frequency of offering, prerequisites, and a brief description.)

Clin Topics Rural Bioethic, UG, PSYX 435, Clinical Topics in Rural Bioethics, 3, R Fall, determined by instructor. The class focuses on ethical issues that emerge and complicate decisionmaking when providing health care and human services in rural settings.

**Justification:** How does the course fit with the existing curriculum? Why is it needed?

This is one of four courses proposed for the Bioethics Certificate Program.

Are there curricular adjustments to accommodate teaching this course?

No

Complete for UG courses. (UG courses should be assigned a 400 number).

Describe graduate increment (Reference guidelines: http://www.umt.edu/facultysenate/committees/grad_council/procedures/asn/Increment.aspx)

The course will be offered online. All students are required to actively participate in on-line discussions of assigned articles and case studies a minimum of three times per week. The comments of each student are graded via a grading matrix. Students who seek graduate credit will complete additional assignments that include synthesizing comments and preparing discussion commentaries of each week’s discussions.

Fees may be requested only for courses meeting specific conditions determined by the Board of Regents. Please indicate whether this course will be considered for a fee.

**YES** **NO**

If YES, what is the proposed amount of the fee?

Justification:

## IV. To Delete or Change an Existing Course – check X all that apply

<table>
<thead>
<tr>
<th>Deletion</th>
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<tbody>
<tr>
<td>Course Number Change From:</td>
<td>Level U, UG, G From:</td>
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<tr>
<td>To:</td>
<td>To:</td>
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<table>
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<tr>
<th>Description Change</th>
<th>Repeatability</th>
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<tr>
<td>Change in Credits From:</td>
<td>Cross Listing (primary program initiates form) To:</td>
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<td>(primary program initiates form)</td>
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<tr>
<td>Prerequisites</td>
<td>Is there a fee associated with the course?</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>--------------------------------------------</td>
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<tr>
<td>1. Current course information at it appears in catalog (<a href="http://www.umt.edu/catalog">http://www.umt.edu/catalog</a>)</td>
<td>2. Full and exact entry (as proposed) downward</td>
</tr>
<tr>
<td>3. If cross-listed course: secondary program &amp; course number</td>
<td>To be determined</td>
</tr>
<tr>
<td>4. Graduate increment if level of course is changed to UG. Reference guidelines at: <a href="http://www.umt.edu/facultysenate/committees/grad_council/procedures/gradIncrement.aspx">http://www.umt.edu/facultysenate/committees/grad_council/procedures/gradIncrement.aspx</a> (syllabus required in section V)</td>
<td>Have you reviewed the graduate increment guidelines? Please check (X) space provided.</td>
</tr>
<tr>
<td>5. Other programs affected by the change</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Justification for proposed change</td>
<td></td>
</tr>
</tbody>
</table>

### V. Syllabus/Assessment Information
Required for new courses and course change from U to UG. **Paste syllabus** in field below or attach and send digital copy with form. downward

### VI Department Summary (Required if several forms are submitted)
In a separate document list course number, title, and proposed change for all proposals.

### VII Copies and Electronic Submission
After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu.
Course Description
This course provides an opportunity to study the moral issues and values that underlie the US healthcare and human service system. During the first two weeks, we will review materials that are designed to introduce and frame the topic of bioethics. These materials and the additional readings provided throughout the semester will guide our examination of ethical approaches to problems that complicate our decision-making in areas such as policy development, research, environmental health, occupational health, resource allocation, and genetics. The materials used in this class are designed to provide experiences in applying ethically informed approaches to health and human service decisionmaking. The materials are also designed to help students examine their own ethical beliefs, appreciate differing ethical perspectives, and demonstrate tolerance and respect for approaches different from their own.

COURSE OBJECTIVES
At the end of the course the student should be able to:
1) Recognize ethical issues that influence the delivery of healthcare and human services;
2) Describe the relevance of ethical theory for major health-related problems;
3) Develop skills for evaluating and articulating moral and philosophical claims, arguments, and goals that accompany healthcare decisionmaking;
4) Conduct a review of the ethics literature for a specified bioethics issue;
5) Discuss ethically informed positions on health and human service issues and communicate these ideas and conclusions, both orally and in writing.

COURSE FORMAT
This course will be delivered online. Readings and weekly case studies will form the basis for review and discussion on the discussion board. Students are expected to complete all readings and meaningfully engage in discussion and application of the course material. The study of ethics involves a dialogue and so active participation in class discussions is essential. Achieving an appropriate level of dialogue is an important issue since the refusal to recognize ethical issues and discuss them in a respectful manner can cause serious harm. Thus each student’s weekly postings on the Discussion Board will be assessed via the Matrix for class discussions. A copy of the Matrix is located in the folder that contains Background Materials. Students are also required to maintain an ethics journal and submit a final project. The expectations for each requirement are as follows:

Assignments
The coursework will involve four major assignments. Students are required to:
- Complete the assigned readings, including the weekly case study, that are provided in each week’s folder;
Consistently participate in class discussion via the Discussion Board. In order to participate in the discussion board, you need to read all of the weekly articles as well as the weekly case study. The Discussion activities are a proxy for weekly tests and will be graded using the Discussion Matrix.

Maintain an Ethics Journal throughout the semester;

Complete and submit a final project.

The expectations for each assignment are as follows:

**Assigned Readings**
- The assigned readings and related case studies are located in weekly folders in the Learning Units Section of Blackboard. Participation in class activities and discussions necessitates completion of readings by **Tuesday** at midnight of each week.
- In addition to the folders that contain readings for each week, there is a folder that contains Background Materials. Materials in this folder further describe expectations and will be relevant throughout the semester.

**Discussion Board**
- Each week, discussion questions will be posted on the discussion board. The discussion questions reflect issues that emerged in the readings and in the weekly case study. Students should use the assigned readings as reference points for responding to questions and discussing and presenting their ideas about the meanings of the readings and how to approach and resolve the case study. Be sure to examine the Discussion Grade Matrix (in the Background Information folder in the Learning Units Section) to understand how discussion-related activities will be graded. As the discussion evolves, students can extend the dialogue by posting additional questions that may be relevant to the issues and themes under discussion.
- All students are required to meaningfully participate in class discussions at least three times each week. Discussions of the readings and responses to specific questions will occur Wednesday through Sunday. This level of discussion is a proxy for the kind of dialogue that may occur in typical classes or in work-place settings. You need to show that you understand the purpose of dialogue and can respectfully participate. Because dialogue is so important, your participation via the Discussion Board will constitute a significant portion of your grade. Your responses on the Discussion Board should be viewed with the seriousness with which you would approach a test. There may be times when it is hard to offer a cogent response. You may find that there are few certain answers to any of the problems we encounter. Be creative as you offer your perspectives. Ponder how persons from different perspectives, different professions, and different cultures may perceive the week’s problems. Show that you are listening to one another and continually examining your own thought process. There will be a deduction in points for each week in which one fails to engage in the required discussion (see section regarding grading policies).

**Ethics Journal**
- The journal will be maintained, throughout the course, as a way to monitor your perceptions as you become increasingly aware of ethical issues and how you respond to them. This is an opportunity for you to better understand your responses to the readings and how those responses may influence your ability and your willingness to recognize and resolve problems. Journal entries can focus on themes such as:
  - The implications of ethical issues under discussion during the week, including an examination of how one’s own life story or one’s culture influences perceptions of issues or expectations of solutions;
  - Consideration of one’s area of expertise – or even society’s expertise – when responding to ethical problems;
  - Evaluation of guides or standards that might be relevant when searching for solutions to particular problems.
  - Notes about emerging ethical problems or issues that are receiving media attention.

The journal will be submitted on-line during Finals Week.

**Final Project**
- The fourth major assignment involves completion of a final project. In lieu of a traditional final exam, each student will submit a final project/presentation that introduces a bioethical issue, identifies ethical considerations, and offers approaches for resolution. The presentation should be designed for a specific identified audience (e.g., hospital board, county commissioners, employee wellness program, state office of environmental health, industry ethics board, etc.) and should show integration of the lessons learned throughout the course. The on-line presentation should be offered in a format that engages the audience and facilitates the uptake of information. This is an opportunity to demonstrate the knowledge gained through the coursework. The final projects will be uploaded, presented, and discussed during the week of December, 2010.
Grades
The grading of ethics can pose some difficulties, in part because there can be a considerable disconnect between what one says and what one does. For this class, grades are based on a student’s ability to complete assignments, identify ethical issues, apply traditions, defend positions, and engage in respectful dialogue. Hopefully this course will provide you with resources and approaches to help you respond to personal and professional issues that you may encounter in the years ahead. That goal is entirely dependent upon the energy and commitment that you are willing to expend. The discussion matrix and other materials provided in the Background Folder in the Learning Units Section offer indication of how class participation will be graded. If you have any questions, you are encouraged to contact the instructor.

Late assignments will be graded zero unless there are very serious and verifiable extenuating circumstances. Students who wish to request permission to submit an assignment late must contact Dr. Cook well before the assignment deadline. Because dialogue is such an important part of the ethical decision-making process, there may be a deduction of .5 (out of a score of 100) for any week in which the required level of participation on the Discussion Board was not met.

COURSE REQUIREMENTS
1. Evidence of completion of readings – 20%
2. Consistent participation via the Discussion Board - 30%
3. Completion of other assignments including:
   ▶ Ethics Journal, a 16-week journal of responses to readings - 20%
   ▶ Final project to be presented to the class - 30%

This course will use the traditional letter grade option without the use of pluses or minuses. Therefore, final grades will consist of the following: A, B, C, D, F. Grades will be calculated based on the standard formula (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F).

Assignments are submitted to the instructors using the Assignment feature in Blackboard. Late assignments including failure to participate via the Discussion Board will be graded zero unless there are serious and verifiable extenuating circumstances.

BLACKBOARD COURSE PROCEDURES AND EXPECTATIONS
Blackboard will be used in this class and online activities will be required throughout the semester.

Announcements
Class announcements will be posted by the instructor. Blackboard system administrators will sometimes post announcements about the Blackboard system.

Communication
Communication will take place using e-mail and the discussion boards. The Discussion Board should be used for ongoing class dialogue; it provides a format for the kinds of discussions that would normally occur in the classroom. Remember that the discussion board is public and your classmates can read what you post there! E-mail can be used for “private” communication with the instructor or other students. Any questions regarding personal issues should be handled via email.

Course Materials
Assignments and required readings will be posted on Blackboard.

Logging In
You are expected to log in, at minimum, four days per week in order to retrieve materials, read current announcements, and participate on the Discussion Board. You may do this at any time of day. The Instructor will generally answer e-mails, respond to discussions, etc. during traditional work hours (M-F 8:00 a.m. - 5 p.m.).

REQUIRED READINGS
The required reading materials for each week’s classes have been placed in the Course Documents Section of Blackboard.

ADDITIONAL NOTES
This syllabus is subject to change by the instructor. Any changes will be announced in the announcement section of Blackboard.

Plagiarism Warning
Plagiarism is the representing of another's work as one's own. It is unethical and unacceptable in the academic community. Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only
borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources.

**Topics and Reading Schedule**

**Background Materials**
You may want to refer to these materials throughout the Semester
- Syllabus
- Matrix for Grading Class Discussion
- Moral Rules Matrix
- Dialogue Overview
- Decisionmaking Tool
- Fact Sheet: Collective Good and Individual Right
- Fact Sheet: Research with Children

**Week 1:**
Introduction to bioethics
- Review of Background Materials (see folder noted above)
- Introduction to the values, morals, principles, and approaches that shape US health policy;
- Introduction to codes used to guide ethical behavior.

Readings:
- A Brief History
- Moral Rules Matrix
- Discussion Matrix
- Dialogue Overview
- Getting Started Overview
- Landmark Cases Overview
- Traditional Theories Overview
- Historic Codes: Nuremberg and other codes

**Week 2:** Foundations: background and rationale for the study of bioethics
- Examination of processes for analyzing problems and making ethically informed decisions.

Readings

**Week 3:**
The Adequacy of Protections
- Examination of the legacy created by past studies and policies;
- Examination of how issues such as vulnerability, use of power, and exploitation can compromise ethical conduct.

Readings
Week 4:
The Context of Care: Responsibilities, Relationships, and Burdens
- Overview of the individual, professional, and system-level conflicts and burdens that can accompany healthcare decisionmaking.
- Examination of communal responsibilities and relationships

Readings

Week 5:
To Err is Human: Mistakes, Conflicts and Fallibility
- Examination of error in the context of healthcare;
- Examination of the role of disclosure including processes and protocols for engaging the public;

Readings

Week 6:
Research, Risk, and Benefit
- Introduction to research ethics including the examination of providing information about risks and benefits when enrolling in studies.

Readings

Week 7:
The Ethics of Disease Prevention and Control
• Examination of the tensions between individual rights and community protections
• Analysis of the ethics of social marketing and public health efforts to minimize the social effects of risky choices;
• Examination of ethically acceptable restrictions and prohibitions designed to enhance public health and safety.

Readings
• Overview of Regulations for Prevention and Control – powerpoint slides

Tayman: The Colony

Week 8:
The Ethics of Environmental Health
• Examination of ways that we assess environmental and occupational risks;
• Examination of environmental/occupational health as it relates to concepts such as protection of vulnerable populations versus maximizing overall welfare;
• Examination of the relationship of scientific facts to ethical protections;
• Analysis of environmental risk, rights to knowledge, and informed consent: how much information does the public need?

Readings

Week 9:
The Ethics of Occupational Health
• Examination of ways that we assess occupational risks;
• Examination of environmental/occupational health as it relates to concepts such as protection of vulnerable populations versus maximizing overall welfare;
• Analysis of environmental risk, rights to knowledge, and informed consent: how much information does the public need?

Readings

Week 10:
The Role of Culture
• Examination of cultural issues that influence perceptions of ethical healthcare

Readings

Week 11: Ethics and the Genetic Revolution
• Examination of the role of genetics in health-related policies and interventions

Readings

Week 12:
Economics: Resources, Rationing and the Economics of Care
• Examination of the ethics of allocation and rationing

Readings

Week 13:
Ethical Approaches to Illness and Suffering
• Examination of the ways we perceive and manage illness

Readings

Week 14:
The Ethics of Biotechnology
• Examination of moral implications of biotechnology
• Examination of ethically acceptable restrictions and prohibitions designed to enhance public health and safety.

Readings
• Midgley, M. (2000). Biotechnology and monstrosity: Why we should pay attention to the “Yuk” factor. Hastings

**Week 15: April 29-May 5, 2007**

**Student Projects**
- Examination of the moral challenges of healthcare through a discussion and examination of student projects

**Week 16:**

**Finals Week**
# I. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept / Program</th>
<th>Psychology</th>
<th>Course #</th>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Ethical Foundations for Quality Improvement &amp; Assessment in Healthcare</th>
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<tr>
<th>Short Title (max. 26 characters incl. spaces)</th>
<th>Eth Fnd Qual Improv</th>
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</table>

| Summarize the change(s) proposed | New course, one of four courses that will be developed for the proposed Biethics Certificate Program |

# II. Endorsement/Approvals

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

<table>
<thead>
<tr>
<th>Requestor:</th>
<th>Ann Cook, Ph.D.</th>
<th>Signatory</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone/ email:</td>
<td>2467</td>
<td><a href="mailto:ann.cook@umontana.edu">ann.cook@umontana.edu</a></td>
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<tr>
<td>Program Chair/Director:</td>
<td>Allen Spradley</td>
<td>Date:</td>
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<td>Other affected programs:</td>
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<tr>
<td>Dean:</td>
<td>Jan Toppin</td>
<td>Date:</td>
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</table>

# III: To Add a New Course

Syllabus and assessment information is required (paste syllabus into section V or attach). Course should have internal coherence and clear focus.

Exact entry to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability (if applicable), frequency of offering, prerequisites, and a brief description.)

Eth Fnd Qual Improv UG, PSYX 436, Ethical Foundations for Quality Assessment and Improvement, 3, R Intersession, determined by instructor. The class focuses on ethical issues that emerge and complicate decision making when developing and implementing quality assessment and improvement activities.

**Justification:** How does the course fit with the existing curriculum? Why is it needed?

This is the second of four core courses required for the Biethics Certificate Program.

Are there curricular adjustments to accommodate teaching this course?

No

Complete for UG courses. (UG courses should be assigned a 400 number).

Describe graduate increment (Reference guidelines: http://www.umt.edu/facultysenate/committees/grad_council/procedures/gradincrement.aspx)

The course will be offered online. All students are required to actively participate in on-line discussions of assigned articles and case studies a minimum of three times per week. The comments of each student are graded via a grading matrix. Students who seek graduate credit will complete additional assignments that include synthesizing comments and preparing discussion commentaries of each week’s discussions.

Fees may be requested only for courses meeting specific conditions determined by the Board of Regents. Please indicate whether this course will be considered for a fee.

<table>
<thead>
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<th>YES</th>
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If YES, what is the proposed amount of the fee?

**Justification:**

# IV. To Delete or Change an Existing Course – check X all that apply

<table>
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<table>
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<td>2. Full and exact entry (as proposed)</td>
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<td>3. If cross-listed course: secondary program &amp; course number</td>
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<tr>
<td>4. Graduate increment if level of course is changed to UG. Reference guidelines at: <a href="http://www.umt.edu/facultysenate/committees/grad_council/procedures/gradIncrement.aspx">http://www.umt.edu/facultysenate/committees/grad_council/procedures/gradIncrement.aspx</a> (syllabus required in section V)</td>
<td>Have you reviewed the graduate increment guidelines? Please check (X) space provided.</td>
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<tr>
<td>5. Other programs affected by the change</td>
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<tr>
<td>6. Justification for proposed change</td>
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</table>

V. Syllabus/Assessment Information  
Required for new courses and course change from U to UG. Paste syllabus in field below or attach and send digital copy with form.

VI Department Summary (Required if several forms are submitted) In a separate document list course number, title, and proposed change for all proposals.

VII Copies and Electronic Submission. After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu.

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**PSYX 436, Ethical Foundations for Quality Improvement in Rural Health Settings**  
*Intersession, 2011*

**Instructor:** Helena Hoas, PhD, Research Professor; Department of Psychology, University of Montana-Missoula; Director, National Rural Bioethics Project.

**Format:** Online  
Class begins on the first day of the Winter Intersession. Instead of using a traditional textbook for this course, the instructor has chosen articles that are relevant for specific topic areas. All of the articles are located in the Learning Units section of Blackboard. The reading materials for the first week of class are provided in the folder entitled Introductions. There is a folder, containing readings, case studies and other assignments for each week of class.

**Office Hours:** Dr. Hoas can be contacted via phone or e-mail.

**Contact Info:**  
[helena.hoas@umontana.edu](mailto:helena.hoas@umontana.edu),  
Helena Hoas, Ph.D.  
Research Director, National Rural Bioethics Project  
Research Professor  
Department of Psychology - Corbin 343  
The University of Montana  
Missoula, MT 59812-7397  
Phone: 406.243.5775  
Fax: 406.243.5748  
[http://www.umt.edu/bioethics](http://www.umt.edu/bioethics)  
[http://www.umt.edu/libbyhealth](http://www.umt.edu/libbyhealth)

**Course Description**
This course provides an opportunity to study the moral issues and values that underlie quality assessment and improvement activities that are conducted in rural settings and that may involve or have an impact on vulnerable populations. The materials and the additional readings provided throughout the intersession will guide our examination of ethical approaches to problems that complicate our decision-making in areas such as developing evidence-based practices, measuring errors, engaging stakeholders, confronting resistance, and evaluating processes and protocols. The materials used in this class are designed to both provide experiences in applying ethically informed approaches to the evaluation of health–related decisionmaking and help students examine their own ethical beliefs, appreciate differing ethical perspectives, and demonstrate tolerance and respect for approaches different from their own.

COURSE OBJECTIVES
At the end of the course the student should be able to:
1) Recognize ethical issues that influence the evaluation and development of quality improvement initiatives;
2) Describe the relevance of ethical theory when implementing quality-related interventions;
3) Develop skills for evaluating and articulating moral and philosophical claims, arguments, and goals that can emerge when developing and implementing quality assessment efforts;
4) Conduct a review of the ethics literature for a specified quality and assessment related issue;
5) Discuss ethically informed positions on quality assessment and improvement issues and communicate these ideas and conclusions, both orally and in writing.

COURSE FORMAT
This course will be delivered online. Readings and weekly case studies will form the basis for review and discussion on the discussion board. Students are expected to complete all readings and meaningfully engage in discussion and application of the course material. The study of ethics involves a dialogue and so active participation in class discussions is essential. Achieving an appropriate level of dialogue is an important issue since the refusal to recognize ethical issues and discuss them in a respectful manner can cause serious harm. Thus each student’s daily postings on the Discussion Board will be assessed via the Matrix for class discussions. A copy of the Matrix is located in the folder that contains Background Materials. Students are also required to maintain an ethics journal and submit a final project. The expectations for each requirement are as follows:

Assignments
The coursework will involve four major assignments. Students are required to:
- Complete the assigned readings, including the weekly case study, that are provided in each week’s folder;
- Consistently participate in class discussion via the Discussion Board. In order to participate in the discussion board, you need to read all of the weekly articles as well as the weekly case study. The Discussion activities are a proxy for weekly tests and will be graded using the Discussion Matrix.
- Maintain an Ethics Journal throughout the intersession;
- Complete and submit a final project.

The expectations for each assignment are as follows:

Assigning Readings
- The assigned readings and related case studies are located in weekly folders in the Learning Units Section of Blackboard. Participation in class activities and discussions necessitates timely completion of readings so that the student can fully participate in discussions.
- In addition to the folders that contain readings for each week, there is a folder that contains Background Materials. Materials in this folder further describe expectations and will be relevant throughout the semester.

Discussion Board
- Each week, discussion questions will be posted on the discussion board. The discussion questions reflect issues that emerged in the readings and in the weekly case study. Students should use the assigned readings as reference points for responding to questions and discussing and presenting their ideas about the meanings of the readings and how to approach and resolve the case study. Be sure to examine the Discussion Grade Matrix (in the Background Information folder in the Learning Units Section) to understand how discussion-related activities will be graded. As the discussion evolves, students can extend the dialogue by posting additional questions that may be relevant to the issues and themes under discussion.
- All students are required to meaningfully participate in class discussions at least five times each week. Discussions of the readings and responses to specific questions will occur Monday through Sunday. This level of discussion is a proxy for the kind of dialogue that may occur in typical classes or in workplace settings. You need to show that you understand the purpose of dialogue and can respectfully participate. Because dialogue is so important, your participation via the Discussion Board will constitute a significant portion of your grade. Your responses on the Discussion Board should be viewed with the seriousness with which you would approach a test. There may be times when it is hard to offer a cogent response. You may find that there are few certain answers to any of the problems we encounter. Be creative as you offer your
perspectives. Ponder how persons from different perspectives, different professions, and different cultures may perceive the week’s problems. Show that you are listening to one another and continually examining your own thought process. There will be a deduction in points for each week in which one fails to engage in the required discussion (see section regarding grading policies).

**Ethics Journal**
- The journal will be maintained, throughout the course, as a way to monitor your perceptions as you become increasingly aware of ethical issues and how you respond to them. This is an opportunity for you to better understand your responses to the readings and how those responses may influence your ability and your willingness to recognize and resolve problems. Journal entries can focus on themes such as:
  - The implications of ethical issues under discussion during the week, including an examination of how one’s own life story or one’s culture influences perceptions of issues or expectations of solutions;
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  - Evaluation of guides or standards that might be relevant when searching for solutions to particular problems.
  - Notes about emerging ethical problems or issues that are receiving media attention.

*The journal will be submitted on-line during Finals Week.*

**Final Project**
- The fourth major assignment involves completion of a final project that focuses on the design of a quality improvement initiative. In lieu of a traditional final exam, each student will submit a final project/presentation that introduces a quality improvement issue, identifies ethical considerations, and offers approaches for resolution and implementation. The presentation should be designed for a specific identified audience (e.g., hospital board, county commissioners, employee wellness program, state office of environmental health, industry ethics board, etc.) and should show integration of the lessons learned throughout the course. The on-line presentation should be offered in a format that engages the audience and facilitates the uptake of information. This is an opportunity to demonstrate the knowledge gained through the coursework. *The final projects will be uploaded, presented, and discussed during the week of December, 2010.*

**Grades**
The grading of ethics can pose some difficulties, in part because there can be a considerable disconnect between what one says and what one does. For this class, grades are based on a student’s ability to complete assignments, identify ethical issues, apply traditions, defend positions, and engage in respectful dialogue. Hopefully this course will provide you with resources and approaches to help you respond to personal and professional issues that you may encounter in the years ahead. That goal is entirely dependent upon the energy and commitment that you are willing to expend. The discussion matrix and other materials provided in the Background Folder in the Learning Units Section offer indication of how class participation will be graded. If you have any questions, you are encouraged to contact the instructor.

Late assignments will be graded zero unless there are very serious and verifiable extenuating circumstances. Students who wish to request permission to submit an assignment late must contact Dr. Cook well before the assignment deadline. *Because dialogue is such an important part of the ethical decision-making process, there may be a deduction of .5 (out of a score of 100) for any week in which the required level of participation on the Discussion Board was not met.*

**COURSE REQUIREMENTS**
1. Evidence of completion of readings – 20%
2. Consistent participation via the Discussion Board - 30%
3. Completion of other assignments including:
   - Ethics Journal, a summation of responses to readings - 20%
   - Final project to be presented to the class - 30%

This course will use the traditional letter grade option without the use of pluses or minuses. Therefore, final grades will consist of the following: A, B, C, D, F. Grades will be calculated based on the standard formula (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F).

Assignments are submitted to the instructors using the Assignment feature in Blackboard. Late assignments including failure to participate via the Discussion Board will be graded zero unless there are serious and verifiable extenuating circumstances.
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Blackboard will be used in this class and online activities will be required throughout the semester.

Announcements
Class announcements will be posted by the instructor. Blackboard system administrators will sometimes post announcements about the Blackboard system.

Communication
Communication will take place using e-mail and the discussion boards. The Discussion Board should be used for ongoing class dialogue; it provides a format for the kinds of discussions that would normally occur in the classroom. Remember that the discussion board is public and your classmates can read what you post there! E-mail can be used for “private” communication with the instructor or other students. Any questions regarding personal issues should be handled via email.

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REQUIRED READINGS
The required reading materials for each week’s classes have been placed in the Course Documents Section of Blackboard.

ADDITIONAL NOTES
This syllabus is subject to change by the instructor. Any changes will be announced in the announcement section of Blackboard.

Plagiarism Warning
Plagiarism is the representing of another's work as one's own. It is unethical and unacceptable in the academic community. Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources.

Topics and Reading Schedule

Background Materials
You may want to refer to these materials throughout the Semester
- Syllabus
- Matrix for Grading Class Discussion
- Moral Rules Matrix
- Dialogue Overview
- Decisionmaking Tool
- Fact Sheet: Collective Good and Individual Right
- Fact Sheet: Research with Children

This syllabus is still in the development phase. Below is provided as a sample of the possible areas of focus and related readings.

Focus Area 1: Introduction to Quality Improvement
- Review of Background Materials (see folder located in Learning Units Section)
- Introduction to the values, morals, principles, and approaches that shape US health policy;
- Introduction to codes used to guide ethical behavior.
- Discussion Matrix
- Dialogue Overview
- Getting Started Overview
- Landmark Cases Overview
- Moral Rules Matrix
- Traditional Theories Overview
• Historic Codes: Nuremberg and other codes

Other Readings:

Focus Area 2: Encountering Resistance and Overcoming Barriers

Focus Area 3: Developing and Assessing Strategies for Quality Improvement and Disclosure
The Adequacy of Interventions
Readings
• Blumenthal, Susan J.; Kagen, Jessica. "I can see where they're coming from, but when you're on the end of it . . . you just want to get the money and the drug": Explaining reactions to explicit healthcare rationing. *Social Science & Medicine* (0277-9536). June 2009. Vol.68,(11);p.1935-42

Readings
• Edwards, A. (2004). Involving patients in decisionmaking and communicating risk: A longitudinal evaluation of

- Aldhous, Peter; Giles, Jim. Money alone won't cure what's ailing America's healthcare. *New Scientist* (0262-4079)
- Introduction to research ethics including the examination of providing information about risks and benefits when enrolling in studies.
- Baily, MA; Bottrell, M, Lynn, J; Jennings, B. Special Report: The Ethics of Using QI Methods to Improve Health Care Quality and Safety. *Hastings Center Report* July-August 2006. Vol.36(4);
I. Summary of Proposed Changes

Dept: Psychology  Course # 437

Course Title  Empirical Research Bioethics in Rural and Underserved Settings

Short Title (max. 26 characters incl. spaces)  Intro Emp Research Bioeth

Summarize the change(s) proposed  New course, one of four courses that will be developed for the proposed Bioethics Certificate Program

II. Endorsement/Approvals

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

Requestor: Ann Cook, Ph.D.  Signature
Phone/ email: 2467  ann.cook@umontana.edu
Program Chair/Director: Allen Seidel, Ph.D.  n/5/99
Other affected programs: Kena Laut  11/19
Dean: Jor Tamaki  11-5-07

III: To Add a New Course  Syllabus and assessment information is required (paste syllabus into section V or attach). Course should have internal coherence and clear focus.

Exact entry to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repeatability [if applicable], frequency of offering, prerequisites, and a brief description.)

Emp Research Bioeth, UG, PSYX 437, Empirical Ethics Research in Rural and Underserved Settings, 3, R Spring, determined by instructor. The class focuses on ethical issues that emerge when developing research protocols and conducting multi-method empirical research in rural settings.

Justification: How does the course fit with the existing curriculum? Why is it needed?

This is one of four courses proposed for the Bioethics Certificate Program.

Are there curricular adjustments to accommodate teaching this course?

No

Complete for UG courses. (UG courses should be assigned a 400 number).
Describe graduate increment (Reference guidelines: http://www.umt.edu/faculty senate committees/grad council/procedures/gradincrement.aspx)

The course will be offered online. All students are required to actively participate in on-line discussions of assigned articles and case studies a minimum of three times per week. The comments of each student are graded via a grading matrix. Students who seek graduate credit will complete additional assignments that include synthesizing comments, preparing discussion commentaries of each week’s discussions, and engaging in research activities.

Fees may be requested only for courses meeting specific conditions determined by the Board of Regents. Please indicate whether this course will be considered for a fee.  YES  NO

If YES, what is the proposed amount of the fee?

Justification:

IV. To Delete or Change an Existing Course – check X all that apply

Deletion  Title
Course Number Change  From: Level U, UG, G  From: To:
Description Change  Repeatability
Change in Credits  From: Cross Listing
To: (primary program initiates form)

Prerequisites

| 1. Current course information at it appears in catalog |
| (http://www.umt.edu/catalog) |
| | 2. Full and exact entry (as proposed) |

| 3. If cross-listed course: secondary program & course number |
| 4. Graduate increment if level of course is changed to UG. Reference guidelines at: |
| http://www.umt.edu/facultysenate/committees/grad_council/procedures/gradIncrement.aspx |
| (syllabus required in section V) |
| | Have you reviewed the graduate increment guidelines? Please check (X) space provided. |

| 5. Other programs affected by the change |
| 6. Justification for proposed change |

V. Syllabus/Assessment Information

Required for new courses and course change from U to UG. Paste syllabus in field below or attach and send digital copy with form.

VI Department Summary (Required if several forms are submitted) In a separate document list course number, title, and proposed change for all proposals.

VII Copies and Electronic Submission. After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu.

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**PSYX 437, Ethical Bioethics Research in Rural and Underserved Settings**

**Spring, 2011**

**Instructor:** Ann Cook, PhD, Research Professor; Department of Psychology, University of Montana-Missoula; Director, National Rural Bioethics Project.

**Format:** Online

Class begins on the first day of the Spring Semester. Instead of using a traditional textbook for this course, the instructor has chosen articles that are relevant for specific topic areas. All of the articles are located in the Learning Units section of Blackboard. The reading materials for the first week of class are provided in the folder entitled Introductions. There is a folder, containing readings, case studies and other assignments for each week of class.

**Office Hours:** Dr. Cook can be contacted via phone or e-mail.

**Contact Info:**

- ann.cook@umontana.edu
- Ann Cook, Ph.D., Director, National Rural Bioethics Project
- Research Professor
- Department of Psychology - Corbin 341
- The University of Montana
- Missoula, MT 59812-7397
- Phone: 406.243.2467
- Fax: 406.243.5748
- http://www.umt.edu/bioethics
- http://www.umt.edu/libbyhealth

**Course Description**

This course provides an opportunity to study the moral issues and values that underlie the ethical conduct of research in rural settings and research that may involve or have an impact on vulnerable populations. The materials used in this class are designed to both provide experiences in designing and evaluating ethically attuned studies as well as helping students examine
their own ethical beliefs, appreciate differing ethical perspectives, and demonstrate tolerance and respect for approaches different from their own.

COURSE OBJECTIVES
At the end of the course the student should be able to:
1) Recognize ethical issues that influence the design, approval, and implementation of research studies;
2) Describe the relevance of ethical theory when designing protocols for protection of human subjects;
3) Develop skills for evaluating and articulating moral and philosophical claims, arguments, and goals that can emerge when conducting research studies with vulnerable or at risk populations;
4) Discuss ethically informed positions on research methodology and communicate these ideas and conclusions, both orally and in writing.

COURSE FORMAT
This course will be delivered online. Readings and weekly case studies will form the basis for review and discussion on the discussion board. Students are expected to complete all readings and meaningfully engage in discussion and application of the course material. The study of ethics involves a dialogue and so active participation in class discussions is essential. Achieving an appropriate level of dialogue is an important issue since the refusal to recognize ethical issues and discuss them in a respectful manner can cause serious harm. Thus each student’s daily postings on the Discussion Board will be assessed via the Matrix for class discussions. A copy of the Matrix is located in the folder that contains Background Materials. Students are also required to maintain an ethics journal and submit a final project. The expectations for each requirement are as follows:

Assignments
The coursework will involve four major assignments. Students are required to:
• Complete the assigned readings, including the weekly case study, that are provided in each week’s folder;
• Consistently participate in class discussion via the Discussion Board. In order to participate in the discussion board, you need to read all of the weekly articles as well as the weekly case study. The Discussion activities are a proxy for weekly tests and will be graded using the Discussion Matrix.
• Maintain an Ethics Journal throughout the intersession;
• Complete and submit a final project.

The expectations for each assignment are as follows:

Assigned Readings
○ The assigned readings and related case studies are located in weekly folders in the Learning Units Section of Blackboard. Participation in class activities and discussions necessitates timely completion of readings so that the student can fully participate in discussions.
○ In addition to the folders that contain readings for each week, there is a folder that contains Background Materials. Materials in this folder further describe expectations and will be relevant throughout the semester.

Discussion Board
○ Each week, discussion questions will be posted on the discussion board. The discussion questions reflect issues that emerged in the readings and in the weekly case study. Students should use the assigned readings as reference points for responding to questions and discussing and presenting their ideas about the meanings of the readings and how to approach and resolve the case study. Be sure to examine the Discussion Grade Matrix (in the Background Information folder in the Learning Units Section) to understand how discussion-related activities will be graded. As the discussion evolves, students can extend the dialogue by posting additional questions that may be relevant to the issues and themes under discussion.
○ All students are required to meaningfully participate in class discussions at least five times each week. Discussions of the readings and responses to specific questions will occur Monday through Sunday. This level of discussion is a proxy for the kind of dialogue that may occur in typical classes or in work-place settings. You need to show that you understand the purpose of dialogue and can respectfully participate. Because dialogue is so important, your participation via the Discussion Board will constitute a significant portion of your grade. Your responses on the Discussion Board should be viewed with the seriousness with which you would approach a test. There may be times when it is hard to offer a cogent response. You may find that there are few certain answers to any of the problems we encounter. Be creative as you offer your perspectives. Ponder how persons from different perspectives, different professions, and different cultures may perceive the week’s problems. Show that you are listening to one another and continually examining your own thought process. There will be a deduction in points for each week in which one fails to engage in the required discussion (see section regarding grading policies).

Ethics Journal
The journal will be maintained, throughout the course, as a way to monitor your perceptions as you become increasingly aware of ethical issues and how you respond to them. This is an opportunity for you to better understand your responses to the readings and how those responses may influence your ability and your willingness to recognize and resolve problems. Journal entries can focus on themes such as:

- The implications of ethical issues under discussion during the week, including an examination of how one’s own life story or one’s culture influences perceptions of issues or expectations of solutions;
- Consideration of one’s area of expertise – or even society’s expertise – when responding to ethical problems;
- Evaluation of guides or standards that might be relevant when searching for solutions to particular problems;
- Notes about emerging ethical problems or issues that are receiving media attention.

The journal will be submitted on-line during Finals Week.

Final Project

- The fourth major assignment involves completion of a final project. In lieu of a traditional final exam, each student will submit a final project/presentation that introduces a research issue, identifies ethical considerations, and offers approaches for design, implementation, and evaluation. The presentation should be designed for a specific identified audience (e.g., hospital board, county commissioners, employee wellness program, state office of environmental health, industry ethics board, etc.) and should show integration of the lessons learned throughout the course. The on-line presentation should be offered in a format that engages the audience and facilitates the uptake of information. This is an opportunity to demonstrate the knowledge gained through the coursework. The final projects will be uploaded, presented, and discussed during the final week of class.

Grades

The grading of ethics can pose some difficulties, in part because there can be a considerable disconnect between what one says and what one does. For this class, grades are based on a student’s ability to complete assignments, identify ethical issues, apply traditions, defend positions, and engage in respectful dialogue. Hopefully this course will provide you with resources and approaches to help you respond to personal and professional issues that you may encounter in the years ahead. That goal is entirely dependent upon the energy and commitment that you are willing to expend. The discussion matrix and other materials provided in the Background Folder in the Learning Units Section offer indication of how class participation will be graded. If you have any questions, you are encouraged to contact the instructor.

Late assignments will be graded zero unless there are very serious and verifiable extenuating circumstances. Students who wish to request permission to submit an assignment late must contact Dr. Cook well before the assignment deadline. Because dialogue is such an important part of the ethical decision-making process, there may be a deduction of .5 (out of a score of 100) for any week in which the required level of participation on the Discussion Board was not met.

COURSE REQUIREMENTS

1. Evidence of completion of readings – 20%
2. Consistent participation via the Discussion Board – 30%
3. Completion of other assignments including:
   - Ethics Journal, a summation of responses to readings – 20%
   - Final project to be presented to the class – 30%

This course will use the traditional letter grade option without the use of pluses or minuses. Therefore, final grades will consist of the following: A, B, C, D, F. Grades will be calculated based on the standard formula (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F).

Assignments are submitted to the instructors using the Assignment feature in Blackboard. Late assignments including failure to participate via the Discussion Board will be graded zero unless there are serious and verifiable extenuating circumstances.

BLACKBOARD COURSE PROCEDURES AND EXPECTATIONS

Blackboard will be used in this class and online activities will be required throughout the semester.

Announcements

Class announcements will be posted by the instructor. Blackboard system administrators will sometimes post announcements about the Blackboard system.
Communication
Communication will take place using e-mail and the discussion boards. The Discussion Board should be used for ongoing class dialogue; it provides a format for the kinds of discussions that would normally occur in the classroom. Remember that the discussion board is public and your classmates can read what you post there! E-mail can be used for “private” communication with the instructor or other students. Any questions regarding personal issues should be handled via email.

Course Materials
Assignments and required readings will be posted on Blackboard.

Logging In
You are expected to log in, at minimum, four days per week in order to retrieve materials, read current announcements, and participate on the Discussion Board. You may do this at any time of day. The Instructor will generally answer e-mails, respond to discussions, etc. during traditional work hours (M-F 8:00 a.m. - 5 p.m.).

REQUIRED READINGS
The required reading materials for each week’s classes have been placed in the Course Documents Section of Blackboard.

ADDITIONAL NOTES
This syllabus is subject to change by the instructor. Any changes will be announced in the announcement section of Blackboard.

Plagiarism Warning
Plagiarism is the representing of another's work as one's own. It is unethical and unacceptable in the academic community. Students must always be very careful to acknowledge any kind of borrowing that is included in their work. This means not only borrowed wording but also ideas. Acknowledgment of whatever is not one's own original work is the proper and honest use of sources.

Topics and Reading Schedule

Background Materials
You may want to refer to these materials throughout the Semester

- Syllabus
- Moral Rules Matrix
- Matrix for Grading Class Discussion
- Decisionmaking Tool
- Fact Sheet: Tradition, Profession, Values
- Fact Sheet: Collective Good and Individual Right
- Fact Sheet: Research with Children
- Dialogue Overview
- Codes of Ethics for Public Health, Physicians, Nurses, and Health Administrators
- Other relevant codes

This syllabus is still in the development phase. The information that follows is provided as a sample of the planned areas of focus and assigned readings for the Course.

Focus Area 1: Research methods (PDSA training including data gathering, and data analysis)

- Selected chapters on research methodology from the texts such as:
Focus Area 2: Research Ethics and human subjects protection

- Fisher JA. Ready to recruit or ready to consent populations? Qualitative Inquiry 2007 13(6):875-894

Focus Area 3: Designing and implementing empirical ethics studies

### I. Summary of Proposed Changes

<table>
<thead>
<tr>
<th>Dept / Program</th>
<th>Psychology</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>Bioethics and Healthcare Policy</td>
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<td>Short Title (max. 26 characters incl. spaces)</td>
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<td>Summarize the change(s) proposed</td>
<td>New course, one of four courses that will be developed for the proposed Bioethics Certificate Program</td>
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### II. Endorsement/Approvals

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

| Requester: | Ann Cook, Ph.D. |
| Phone/ email: | 2467 ann.cook@umontana.edu |
| Program Chair/Director: | Adam Seide, Ph.D. |
| Other affected programs: | Ken J.

| Dean: | Jan Thompson |

| Date | 8/28/09 |

### III: To Add a New Course

Syllabus and assessment information is required (paste syllabus into section V or attach). Course should have internal coherence and clear focus.

**Exact entry** to appear in the next catalog (Specify course abbreviation, level, number, title, credits, repetition (if applicable), frequency of offering, prerequisites, and a brief description.)

Bioethics Health Policy, UG, PSYX 438, Bioethics and Healthcare Policy, 3, R. Summer, determined by instructor. The class focuses on ethical issues that emerge and complicate decisionmaking when developing, implementing, and assessing the efficacy of health and human service policies in rural and underserved settings.

**Justification:** How does the course fit with the existing curriculum? Why is it needed?

This is one of four courses proposed for the Bioethics Certificate Program.

Are there curricular adjustments to accommodate teaching this course?

No

Complete for UG courses. (UG courses should be assigned a 400 number).

Describe graduate increment (Reference guidelines: http://www.umt.edu/facultysean/committees/grad_council/procedure/gradincrement.aspx)

The course will be offered online. All students are required to actively participate in on-line discussions of assigned articles and case studies a minimum of three times per week. The comments of each student are graded via a grading matrix. Students who seek graduate credit will complete additional assignments that include synthesizing comments and preparing discussion commentaries of each week's discussions.

Fees may be requested only for courses meeting specific conditions determined by the Board of Regents. Please indicate whether this course will be considered for a fee.

YES NO

If YES, what is the proposed amount of the fee?

Justification:

### IV. To Delete or Change an Existing Course – check X all that apply

<table>
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<tr>
<th>Deletion</th>
<th>Title</th>
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<td>Description Change</td>
<td>Repeatability</td>
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<td>Prerequisites</td>
<td>To: (primary program initiates form)</td>
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<td>Is there a fee associated with the course?</td>
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**V. Syllabus/Assessment Information**

Required for new courses and course change from U to UG. Paste syllabus in field below or attach and send digital copy with form.

**VI Department Summary** (Required if several forms are submitted) In a separate document list course number, title, and proposed change for all proposals.

**VII Copies and Electronic Submission.** After approval, submit original, one copy, summary of proposals and electronic file to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu.

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**PSYX 438, BIOETHICS AND HEALTHCARE POLICY**

**Summer, 2011**

**Instructor:** Helena Hoas, PhD, Research Professor; Department of Psychology, University of Montana-Missoula; Director, National Rural Bioethics Project.

**Format:** Online

Class begins on the first day of the Spring Semester. Instead of using a traditional textbook for this course, the instructor has chosen articles that are relevant for specific topic areas. All of the articles are located in the Learning Units section of Blackboard. The reading materials for the first week of class are provided in the folder entitled **Introductions**. There is a folder, containing readings, case studies and other assignments for each week of class.

**Office Hours:** Dr. Hoas can be contacted via phone or e-mail.

**Contact Info:**

- [helena.hoas@umontana.edu](mailto:helena.hoas@umontana.edu)
- Helena Hoas, Ph.D.
- Research Director, National Rural Bioethics Project
- Research Professor
- Department of Psychology - Corbin 343
- The University of Montana
- Missoula, MT  59812-5775
- Phone: 406.243.2467
- Fax: 406.243.5748
- [http://www.umt.edu/bioethics](http://www.umt.edu/bioethics)
- [http://www.umt.edu/libbyhealth](http://www.umt.edu/libbyhealth)

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**Course Description**

This course provides an opportunity to study the moral issues and values that underlie the ethical conduct of research in rural settings and research that may involve or have an impact on vulnerable populations. The materials used in this class are designed to both provide experiences in designing and evaluating ethically attuned studies as well as helping students examine
their own ethical beliefs, appreciate differing ethical perspectives, and demonstrate tolerance and respect for approaches different from their own.

**COURSE OBJECTIVES**

At the end of the course the student should be able to:

1) Recognize ethical issues that influence the development and implementation of healthcare and human service policies;
2) Describe the relevance of ethical theory when designing policies and protocols that can be judged as effective, efficient, and equitable;
3) Develop skills for evaluating and articulating moral and philosophical claims, arguments, and goals that can emerge when developing and evaluating policies that have an impact on vulnerable or at risk populations;
4) Discuss ethically informed positions on policy development and assessment and communicate these ideas and conclusions, both orally and in writing.

**COURSE FORMAT**

This course will be delivered online. Readings and weekly case studies will form the basis for review and discussion on the discussion board. Students are expected to complete all readings and meaningfully engage in discussion and application of the course material. The study of ethics involves a dialogue and so active participation in class discussions is essential. Achieving an appropriate level of dialogue is an important issue since the refusal to recognize ethical issues and discuss them in a respectful manner can cause serious harm. Thus each student’s daily postings on the Discussion Board will be assessed via the Matrix for class discussions. A copy of the Matrix is located in the folder that contains Background Materials. Students are also required to maintain an ethics journal and submit a final project. The expectations for each requirement are as follows:

**Assignments**

The coursework will involve four major assignments. Students are required to:

- Complete the assigned readings, including the weekly case study, that are provided in each week’s folder;
- Consistently participate in class discussion via the Discussion Board. In order to participate in the discussion board, you need to read all of the weekly articles as well as the weekly case study. The Discussion activities are a proxy for weekly tests and will be graded using the Discussion Matrix.
- Maintain an Ethics Journal throughout the intersession;
- Complete and submit a final project.

The expectations for each assignment are as follows:

**Assigned Readings**

- The assigned readings and related case studies are located in weekly folders in the Learning Units Section of Blackboard. Participation in class activities and discussions necessitates timely completion of readings so that the student can fully participate in discussions.
- In addition to the folders that contain readings for each week, there is a folder that contains Background Materials. Materials in this folder further describe expectations and will be relevant throughout the semester.

**Discussion Board**

- Each week, discussion questions will be posted on the discussion board. The discussion questions reflect issues that emerged in the readings and in the weekly case study. Students should use the assigned readings as reference points for responding to questions and discussing and presenting their ideas about the meanings of the readings and how to approach and resolve the case study. Be sure to examine the Discussion Grade Matrix (in the Background Information folder in the Learning Units Section) to understand how discussion-related activities will be graded. As the discussion evolves, students can extend the dialogue by posting additional questions that may be relevant to the issues and themes under discussion.
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**Ethics Journal**
o The journal will be maintained, throughout the course, as a way to monitor your perceptions as you become increasingly aware of ethical issues and how you respond to them. This is an opportunity for you to better understand your responses to the readings and how those responses may influence your ability and your willingness to recognize and resolve problems. Journal entries can focus on themes such as:

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- Evaluation of guides or standards that might be relevant when searching for solutions to particular problems.
- Notes about emerging ethical problems or issues that are receiving media attention.

The journal will be submitted on-line during Finals Week.

Final Project
o The fourth major assignment involves completion of a final project that focuses on policy development and evaluation. In lieu of a traditional final exam, each student will submit a final project/presentation that introduces a policy issue, identifies ethical considerations, and offers approaches for development, evaluation, and implementation. The presentation should be designed for a specific identified audience (e.g., hospital board, county commissioners, employee wellness program, state office of environmental health, industry ethics board, etc.) and should show integration of the lessons learned throughout the course. The on-line presentation should be offered in a format that engages the audience and facilitates the uptake of information. This is an opportunity to demonstrate the knowledge gained through the coursework. The final projects will be uploaded, presented, and discussed during the final week of class.

Grades
The grading of ethics can pose some difficulties, in part because there can be a considerable disconnect between what one says and what one does. For this class, grades are based on a student’s ability to complete assignments, identify ethical issues, apply traditions, defend positions, and engage in respectful dialogue. Hopefully this course will provide you with resources and approaches to help you respond to personal and professional issues that you may encounter in the years ahead. That goal is entirely dependent upon the energy and commitment that you are willing to expend. The discussion matrix and other materials provided in the Background Folder in the Learning Units Section offer indication of how class participation will be graded. If you have any questions, you are encouraged to contact the instructor.

Late assignments will be graded zero unless there are very serious and verifiable extenuating circumstances. Students who wish to request permission to submit an assignment late must contact Dr. Cook well before the assignment deadline. Because dialogue is such an important part of the ethical decision-making process, there may be a deduction of .5 (out of a score of 100) for any week in which the required level of participation on the Discussion Board was not met.

COURSE REQUIREMENTS
1. Evidence of completion of readings – 20%
2. Consistent participation via the Discussion Board - 30%
3. Completion of other assignments including:
   • Ethics Journal, a summation of responses to readings - 20%
   • Final project to be presented to the class - 30%

This course will use the traditional letter grade option without the use of pluses or minuses. Therefore, final grades will consist of the following: A, B, C, D, F. Grades will be calculated based on the standard formula (90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F).

Assignments are submitted to the instructors using the Assignment feature in Blackboard. Late assignments including failure to participate via the Discussion Board will be graded zero unless there are serious and verifiable extenuating circumstances.

BLACKBOARD COURSE PROCEDURES AND EXPECTATIONS
Blackboard will be used in this class and online activities will be required throughout the semester.

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Class announcements will be posted by the instructor. Blackboard system administrators will sometimes post announcements about the Blackboard system.
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REQUIRED READINGS
The required reading materials for each week’s classes have been placed in the Learning Units Section of Blackboard.

ADDITIONAL NOTES
This syllabus is subject to change by the instructor. Any changes will be announced in the announcement section of Blackboard.

Plagiarism Warning
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Topics and Reading Schedule

Background Materials
You may want to refer to these materials throughout the Semester

- Syllabus
- Moral Rules Matrix
- Matrix for Grading Class Discussion
- Decisionmaking Tool
- Fact Sheet: Tradition, Profession, Values
- Fact Sheet: Collective Good and Individual Right
- Fact Sheet: Research with Children
- Dialogue Overview
- Codes of Ethics for Public Health, Physicians, Nurses, and Health Administrators
- Other relevant codes

This syllabus is still in the development phase. The information that follows is provided as a sample of the course’s areas of focus and assigned readings.

Focus Area 1: Approaches for rationing and allocation


• Emmanuel, E. & Werthheimer, A. Who should get influenza vaccine when not all can? *Science*. 2006. 312 (May 12): 854-55

**Focus Area 2: Research integrity including conflicts of interest and undue influence**


**Focus Area 3: Policy development and evaluation**


• Kuehn, Bridget M. Reports Warn of Primary Care Shortages. *JAMA: Journal of the American Medical Association* (0098-7484) 2008. Vol.300 (16);p.1872-1875


• Buyx, A. M. Personal responsibility for health as a rationing criterion: why we don't like it and why maybe we should. *Journal of Medical Ethics*. December 2008. Vol.34(12);p.871-4


• Special Issues including end of life decisionmaking.