SUR 204E.01: Ethical Dimensions in the Health Professions

Muriel Friedman

University of Montana, Missoula

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Course Description: This ethics class is aimed at health professions students in order to cover ethical concerns specific to healthcare. For other students, this focus will not get in your way because everyone is involved somehow in healthcare, and we will generally be using healthcare as examples of ethical issues and principles. Healthcare inevitably deals with ethical problems because ethics, like healthcare, is about relationships. This course will enable students to recognize ethical problems in all aspects of life and work and provide tools to deal with these problems knowledgeably and effectively. The first part of the course will cover bioethical principles and basic philosophical moral theory; it is the most difficult part of the class but foundational to understanding ethics. The rest of the course is more practical in covering ethical issues, especially as they relate to organizations. Throughout, we will discuss cases and try to make even the most theoretical aspects of ethics relevant. Look for the theme of the tension between individual desires/rights and societal needs throughout the course.

Readings: The main text (Jameton) is out of print. Therefore, we will use selections from the book and additional readings from other books and two papers I wrote for classes. These readings will be available on reserve at the COT library. I am trying to put together a FacPac through the bookstore; I will notify you when/if it is available. (In the past I have made the readings available online through Blackboard, but that has not proved popular). I will post lectures on Blackboard after we cover the material in class (these are weekly lectures from the online section and may not correspond directly to what we have covered at the time). I will post grades and other links on Blackboard. Please make sure you have a Blackboard account.

Student Performance Assessment Methods and Grading: Your grade reflects your work in this class, as well as class participation. I do not look lightly on missed assignments and will lower your grade if assignments are late, unless prior arrangements have been made. I expect students to complete the readings before class.

Your physical presence in class is important for you and for the rest of the class, including me. Certain things occur in class that other students’ notes may not reflect. In addition, class discussion requires active participation by everyone. While some class sessions will be mostly lecture, most of them will be a combination of lecture and
discussion. I encourage students to ask questions, in order to understand sometimes complex material, and because other students probably have the same questions you do. Please try to schedule doctors’ appointments, etc. at other times. I understand that illness, emergencies, and work scheduling problems come up. Please email me if you know you will be absent and why. If you miss more than three sessions, I reserve the right to lower your grade.

If you need to drop the class, please do so officially and also send me an email so 1) I don’t worry about you and 2) I can deal with the registrar later if need be.

It seems to me that a main purpose of this class is to enable students to analyze everyday issues using what you have learned, both “Dear Abby” problems and larger social issues. I will give you practice in doing this, both during our class sessions and especially in your assignments. This skill will be helpful to you for the rest of your life. I have designed assignments to be useful thinking and writing exercises that use your time effectively. They should be typed double space and are due at the start of class. If you cannot physically be present in class, you may submit them through Blackboard in Digital Dropbox. I expect good and well-organized writing in standard English; you should proof-read your work, because Spell check may not pick up everything.

I will try to answer your emails promptly, but it may take a few days at times. Please notify me if you have special needs. I urge you to approach me with concerns and suggestions. All comments will be taken seriously.

Readings:


PRELIMINARY CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Read/Notes</th>
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<tbody>
<tr>
<td>M 8/28</td>
<td>Introduction to ethics</td>
<td>Read: Jameton 152-63</td>
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<tr>
<td>T 8/29</td>
<td>Systematic moral analysis</td>
<td>Moral analysis worksheets</td>
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<tr>
<td>M 9/4</td>
<td>Labor Day -- no class</td>
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<tr>
<td>T 9/5</td>
<td>Principles: Beneficence</td>
<td>Jameton 107-16</td>
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<tr>
<td>M 9/11</td>
<td>Autonomy</td>
<td>Jameton 50-52</td>
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<tr>
<td>T 9/12</td>
<td>Fidelity, veracity</td>
<td>Jameton 166-82</td>
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<tr>
<td>M 9/18</td>
<td>Justice</td>
<td>Jameton 130-5, 261-74</td>
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<tr>
<td>T 9/19</td>
<td>Philosophical theory I</td>
<td>Pence 1-18, Jameton 93-7, 135-41</td>
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<tr>
<td>T 9/26</td>
<td>III (review)</td>
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<tr>
<td>M 10/2</td>
<td>Bureaucracy, power</td>
<td>Chambliss 90-119, Jameton 36-54</td>
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<td>T 10/3</td>
<td>Business ethics, moral distress</td>
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<td>M 10/9</td>
<td>Informed consent</td>
<td>Thompson 245-72</td>
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<td>T 10/10</td>
<td>Deception</td>
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<td>M 10/16</td>
<td>Conflict of interest</td>
<td>McCullough 347-65</td>
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<td>T 10/17</td>
<td>Confidentiality</td>
<td>my paper on confidentiality</td>
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<td>M 10/23</td>
<td>Public health</td>
<td>my paper on learning curves</td>
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<td>T 10/24</td>
<td>Mistakes/bad outcomes</td>
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<td>M 10/30</td>
<td>Responsibility/blame</td>
<td>Jameton 141-5, 278-91</td>
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<td>T 10/31</td>
<td>Team situation/whistleblowing</td>
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<tr>
<td>M 11/6</td>
<td>End-of-life I</td>
<td>Brody 137-5,</td>
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<tr>
<td>T 11/7</td>
<td>Election Day—no class (it is your duty as a citizen to vote)</td>
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<tr>
<td>M 11/13</td>
<td>End of life II</td>
<td>“My Choices” advance directive</td>
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<td>T 11/14</td>
<td>Review Principles, theory</td>
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<td>M 11/20</td>
<td>no class</td>
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<td>T 11/21</td>
<td>no class</td>
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M 11/27 Mediation                                            Jameton 201-18
T  11/28  Codes of ethics, ethic committees       Brody 238-52

M 12/6  Review, case studies discussion
T  12/7  “

**Assignments and exams:**

*Assignment 1* (due **Tues. Sept. 5**) is your first attempt at systematic moral analysis. You will write a page or two describing and analyzing two cases you choose: 1) a personal/family/work “Dear Abby” issue and 2) a broader social issue. You may **not** write on abortion or stem cells on any assignment in this class. You should refer to the various format sheets distributed in class and available in Blackboard as Lecture 2. This will be graded as a +, OK, or – (subsequent papers will be graded with letters).

*Midterm 1* is a take-home exam with 5 questions. You should write about 2 ½ -3 pages. Due **Mon. Oct 2**.

*Midterm 2* is also a take-home exam. You will write on 3 of the 5 questions; about 2 ½ -3 pages. Due **Mon. Nov. 6**.

*Assignment 2* is a systematic moral analysis of a case I give you. You should write about 3 pages. Due **Mon. Nov. 13**.

*Final paper* will be a systematic moral analysis of an issue you choose. Instructions will be given in October. You should think about something that interests/excites/angers you. This is not a standard term paper, although you will need to use 3-5 references to back up your arguments. Due the last day of class.

*Final exam* will be similar to assignment 1, with two cases to analyze (with your new knowledge and analytic skills). You may take it at your computer at home or in the computer lab at the COT. You may use a 1-page “cheat sheet” of notes that you prepare to help you do well on the exam. (It can be useful on assignment 2 and the final paper to start this list early in the course and then editing it.) Date and time TBA.