

PELLISSIPPI STATE TECHNICAL COMMUNITY COLLEGE
MASTER SYLLABUS

MEDICAL ETHICS
PHIL 2450

Class Hours: 3.0

Credit Hours: 3.0

Laboratory Hours: 0.0

Revised: Spring 05

Catalog Course Description:

This is a study of ethical issues in medicine. Topics include abortion, euthanasia, humane experimentation, and fairness in health care delivery and in the doctor-patient relationship.

Entry Level Standards:

Students must be able to read and write at the college level. Students must also be responsible enough to prepare for and attend class regularly.

Prerequisites:

None

Textbook(s) and Other Course Materials:

Pence, Gregory E. *Classic Cases in Medical Ethics*. 4th edition. New York: McGraw-Hill. 2004.

I. Week/Unit/Topic Basis:

Week	Topic
1	Foundations of ethical theory
2	Moral reasoning
3	Applications of theory and reasoning
4	Comas: Karen Quinlan and Nancy Cruzan
5	Euthanasia and physician assisted suicide
6	Abortion
7	Assisted reproduction, embryos and stem cells
8	Human cloning
9	Treatment of impaired newborns
10	Medical research using animal and adult human subjects
11	Heart replacement and organ allocation

- 12 Infant subjects; involuntary psychiatric commitment
- 13 Genetic disease and testing
- 14 Medical economics and global AIDS
- 15 Final Exam

II. Course Objectives*:

- A. Better understand philosophy. I, II, IV
- B. Better understand moral philosophy. I, II, IV
- C. Exhibit knowledge of several moral theories. I, II, IV
- D. Become familiar with precedent-setting cases in medical ethics since ca. 1970. I, II, IV
- E. Exhibit an enhanced ability critically to judge the theories and issues considered in the course. I, II, IV
- F. Exhibit an enhanced ability to make and articulate philosophical judgements in regard to other issues. I, II, IV
- G. Exhibit an enhanced potential to live a life which is a manifestation of values selected autonomously and/or critically. I, II, IV

*Roman numerals after course objectives reference TBR's general education goals.

III. Instructional Processes*:

Students will:

1. Read and critique the texts. *Communication Outcome, Humanities and/or Fine Arts Outcome, Social/Behavioral Sciences Outcome, History Outcome, Natural Sciences Outcome, Active Learning Strategies.*
2. Participate in class discussion, listen to the views of others and develop a dialogue with class members. *Communication Outcome, Humanities and/or Fine Arts Outcome, Active Learning Strategies.*
3. Write essays articulating their own developing views on the issues. *Communication Outcome, Humanities and/or Fine Arts Outcome, Active Learning Strategies.*
4. Be encouraged to continue this dialogue in non-academic settings. *Communication Outcome, Humanities and/or Fine Arts Outcome, Transitional Strategies, Active Learning Strategies.*
5. Be encouraged to become more tolerant of and ready to listen to the views of others. *Communication Outcome, Humanities and/or Transitional Strategies, Active Learning Strategies.*
6. Internalize the work ethic by regularly attending class, being punctual, being dependable, cooperating with the teacher and other classmates, contributing to class discussion and acting in a professional manner while in class. *Communication Outcome, Transitional Strategies, Active Learning Strategies.*

*Strategies and outcomes listed after instructional processes reference TBR' s goals for strengthening general education knowledge and skills, connecting coursework to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.

IV. Expectations for Student Performance*:

Upon successful completion of this course, the student should be able to:

1. Define philosophy. A, B
2. Define moral philosophy. A
3. Understand/discuss the moral theories of justice of Mill, Marx, Rawls, Nozick, etc. A,B
4. Understand/apply the moral principles of autonomy, nonmaleficence, beneficence, and justice. B,E,F,G
5. Understand/discuss euthanasia as a moral issue. A,F,G
6. Understand/discuss the Karen Quinlan case. B,C,D,G
7. Understand/discuss the Nancy Cruzan case. B,C,D,G
8. Understand/discuss advance directives (like durable powers of attorney, living wills, etc). B,D,E,G
9. Understand/discuss suicide as a moral issue. F,G
10. Understand/discuss the Elizabeth Bouvia case. B,C,D,G
11. Understand/discuss the Larry McAfee case. B,C,D,G
12. Understand/discuss Dr. Jack Kevorkian. B,C,F,G
13. Discuss legalized euthanasia in the Netherlands. B,D,G
14. Understand/discuss the Edelin case. B,C,D,E,G
15. Define/discuss abortion as a moral issue. F,G
16. Understand/discuss Roe v. Wade. B,C,D,G
17. Understand/discuss Casey v. Planned Parenthood. B,C,D,G
18. Understand/discuss fetal development. B,D,F,G
19. Understand/discuss in vitro fertilization. B,F,G
20. Understand/discuss the ethical dimensions of fertility treatments. B,F,G
21. Understand/discuss the moral issues raised by embryonic stem cell research. B,C,E,G
22. Understand/discuss differences between reproductive and therapeutic cloning. B,F,G
23. Understand/discuss the moral issues raised by reproductive cloning. B,C,D,E,F,G
24. Understand/discuss the Baby Doe rules. B,C,D,G

25. Understand/discuss the moral issues related to treatment of impaired newborns. B,C,E,G
26. Understand/discuss the differences between therapeutic and experimental treatment. B,C,E,G
27. Understand/discuss the Philadelphia head injury study on primates.
28. Understand/discuss the question of moral standing for animals. A,B,C,E,F,G
29. Understand/discuss the Tuskegee Syphilis Study. B,C,D,E,G
30. Understand/discuss institutional review boards. B,F,G
31. Understand/discuss the Nuremberg Code. C,D,F,G
32. Understand/discuss organ transplantation. B,F,G
33. Understand/discuss donation and allocation of artificial and transplantable organs. B,F,G
34. Discuss the God committee and its criteria. A,B,C,D,E,F,G
35. Understand/discuss involuntary commitment and the moral issues raised by the Joyce Brown case. B,C,D,E
36. Understand/discuss moral issues raised by genetic disease and the ability to test for it. B,C,D,E,G
37. Understand/discuss the influences of economic factors in medical decision making and the moral issues raised by them. A,B,C,D,E,F
38. Understand/discuss the Oregon Plan. A-G
39. Define/discuss the economic and moral issues raised by the global spread of HIV-AIDS. B,C,D,F,G

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:

The grade will be based 30% on classroom participation, 10% on short answer exams, and 60% on journal-essays presenting in-depth discussion of the cases and related moral issues covered in the course.

B. Laboratory Expectations:

N/A

C. Field Work:

N/A

D. Other Evaluation Methods:

N/A

E. Grading Scale:

100-90 = A
89-85 = B+
84-80 = B
79-75 = C+
74-70 = C
69-60 = D
59-00 = F

VI. Policies:

A. Attendance Policy:

Pellissippi State Technical Community College expects students to attend all scheduled instructional activities. As a minimum, students in all courses must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course.

B. Academic Dishonesty:

Dishonesty of any kind may result in an “ F” for the course.

C. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office.

To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD.