

PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS

**MEDICAL ETHICS**  
**PHIL 2450**

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Revised: Spring 2014**

**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. *Medical Ethics*, 6<sup>th</sup> ed. (2010), McGraw Hill ISBN 978-0-07-340749-4

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
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 Goals\*:**

The course will:

- A. Better understand philosophy. I.7, II.1, II.4, II.6, III.2
- B. Better understand moral philosophy. I.7, II.1, II.4, II.6, III.2
- C. Exhibit knowledge of several moral theories. I.7, II.1, II.4, II.6, III.2
- D. Become familiar with precedent-setting cases in medical ethics, especially since ca. 1970. I.7, II.1, II.4, II.6, III.2
- E. Exhibit an enhanced ability critically to judge the theories and issues considered in the course. I.7, II.1, II.4, II.6, III.2
- F. Exhibit an enhanced ability to make and articulate philosophical judgments in regard to other issues. I.7, II.4, II.6, III.2
- G. Exhibit an enhanced potential to live a life which is a manifestation of values selected autonomously and/or critically. I.7, II.4, II.6, III.2

\*Roman numerals after course objectives reference the university parallel program General Education Goals.

## **III. Expected Student Learning Outcomes\*:**

Student will be able to:

- 1. Sketch the central features of the most widely studied moral theories. A, B, C
- 2. Compare/contrast commonly used normative predicates. A, B
- 3. Define basic logical terms. A
- 4. Explain the role of argumentation in philosophy/moral philosophy. A, B, C, D, E
- 5. Evaluate the most widely studied moral theories. A, B
- 6. Understand/apply the moral principles of autonomy, nonmaleficence, beneficence, and justice. B,E,F,G
- 7. Understand/discuss euthanasia as a moral issue. A,F,G
- 8. Understand/discuss the Karen Quinlan and Nancy Cruzan cases. B,C,D,G
- 9. Understand/discuss advance directives (like durable powers of attorney, living wills, etc). B,D,E,G

10. Understand/discuss suicide as a moral issue. F,G
11. Understand/discuss the Elizabeth Bouvia and Larry McAfee cases. 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

\* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

#### **IV. 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

#### **V. Policies:**

##### A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

##### B. Academic Dishonesty:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following

practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

#### C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by sending email to [disabilityservices@pstcc.edu](mailto:disabilityservices@pstcc.edu), or visiting Goins 127, 132, 134, 135, 131. More information is available at <http://www.pstcc.edu/sswd/>.