Course Details & Information:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Introduction to Medical Ethics</th>
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<tbody>
<tr>
<td>Course Number</td>
<td>BIOE*1120</td>
</tr>
<tr>
<td>Graduating Class Year</td>
<td>2014</td>
</tr>
<tr>
<td>Discipline</td>
<td>Clinical Bioethics</td>
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<tr>
<td>Course URL</td>
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<tr>
<td>Course Option Type</td>
<td>Required</td>
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Course Administration & Duration:

<table>
<thead>
<tr>
<th>Department</th>
<th>Medical Humanities &amp; Bioethics</th>
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<tbody>
<tr>
<td>Chief Coordinator</td>
<td>Rebecca Monsma, MA, MSW, LISW</td>
</tr>
<tr>
<td>Co-Coordinator</td>
<td>Roberta Wattleworth, DO, MHA, MPH, FACOFP</td>
</tr>
<tr>
<td>Credit Hours</td>
<td>1</td>
</tr>
<tr>
<td>Dates</td>
<td>08/18/10 – 05/11/11</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>None</td>
</tr>
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</table>

Text or Required Readings:

I. REQUIRED


REQUIRED ARTICLES & BOOK CHAPTERS (On-reserve in the University Library):


- Chapter 3 (pp. 33–4) Arguing Euthanasia
- Chapter 8 (pp. 129–152) Convenient and Captive Populations
- Chapter 9 (pp. 153–172) Regulation of Research in the Decisionally Impaired
### REQUIRED ARTICLES & BOOK CHAPTERS (On-reserve in the University Library), cont.:

- Chapter 3 (pp. 45-76) *The Ethics of Care in Critical Care*

- Chapter 1 (pp. 3–17) *Virtue Theory*
- Chapter 3 (pp. 31–50) *Medicine as a Moral Community*
- Chapter 8 (pp. 92–108) *Justice*

- Chapter 8 (pp. 141-156) *A Meditation on Vulnerability and Power*

### II. RECOMMENDED

#### JOURNALS DEVOTED SPECIFICALLY TO BIOETHICS:

Medical journals publish articles related to medical ethics regularly. The following journals are recommended:

- The American Journal of Bioethics [http://www.bioethics.net/journal](http://www.bioethics.net/journal)
- BioMed Central Medical Ethics [http://www.biomedcentral.com/bmcmedethics](http://www.biomedcentral.com/bmcmedethics)
- Ethics In Medicine – University of Washington School of Medicine [http://depts.washington.edu/bioethx/toc.html](http://depts.washington.edu/bioethx/toc.html)
- Jewish Medical Ethics and Halacha (JME) [http://www.medethics.org.il/siteEng/PagesEn.asp?cat_id=4&page_id=20](http://www.medethics.org.il/siteEng/PagesEn.asp?cat_id=4&page_id=20)
- The Journal of Medical Ethics [http://jme.bmj.com/](http://jme.bmj.com/)
- Theoretical Medicine & Bioethics [http://www.springerlink.com/content/103004/](http://www.springerlink.com/content/103004/)

#### BIOMEDICAL ETHICS LINKS:

- American Society for Bioethics and Humanities [http://www.asbh.org](http://www.asbh.org)
- Bioethics.net [http://bioethics.upenn.edu](http://bioethics.upenn.edu)
- Case Western Reserve University [http://www.cwr.edu/med/bioethics/](http://www.cwr.edu/med/bioethics/)
- Georgetown University Center for Clinical Bioethics [http://clinicalbioethics.georgetown.edu/](http://clinicalbioethics.georgetown.edu/)
- Kennedy Institute of Ethics [http://kennedyinstitute.georgetown.edu/](http://kennedyinstitute.georgetown.edu/)
Introduction to Medical Ethics
08/18/10 – 05/11/11

BIOMEDICAL ETHICS LINKS, CONT.:
Medical College of Wisconsin: The Center for the Study of Bioethics  http://www.mcw.edu/bioethics
National Catholic Bioethics Center  http://ncbcenter.org/
National Reference Center for Bioethics Literature  http://www.georgetown.edu/research/nrc/
Neiswanger Institute for Bioethics and Health Policy, Loyola University Chicago Stritch School of Medicine  http://bioethics.lumc.edu
President’s Council on Bioethics  http://bioethics.gov/
University of Washington School of Medicine – Ethics in Medicine  http://depts.washington.edu/bioethx/

CODES OF ETHICS:
The Hippocratic Oath
The American Osteopathic Code of Ethics
The American Medical Association, Principles of Medical Ethics
The Universal Declaration on Bioethics and Human Rights
World Medical Association, Declaration of Geneva
The Christian Physician’s Oath
The Oath of a Muslim Physician
The Oath of Maimonides

Course Description:
The course is designed to serve as an introduction to recognizing moral-ethical dilemmas in medicine and appropriately addressing them. Students will explore basic ethical concepts, theories and principles, and the importance of morality, virtues and values. Developing moral reasoning skills will be emphasized. Additionally, the interaction between the law and ethics and maintaining professional behavior and standards will be introduced.

Each student brings values and beliefs from her/his family, religion, culture, education and personal experience. During the course students will evaluate and augment their beliefs.

Course Objectives:
The student will understand, identify, develop, articulate, describe, list, define, promote and/or recognize:

- Ethical principles and moral theories – values, autonomy, beneficence, nonmaleficence, justice – and their relationship to case-focused solutions of moral-ethical dilemmas.
- Virtue ethics (physician characteristics – i.e., fidelity, compassion, fortitude, temperance, and integrity).
- Moral reasoning.
- Moral norms, moral character and moral status.
- One’s own values, beliefs and attitudes and their impact on the ethical decision-making process and patient care.
- Principles of professionalism.
- Societal and professional expectations of physicians.
**Course Objectives, cont.:**

- Importance of patient autonomy/self-determination.
- Principle of informed consent and the relationship to decisional capacity.
- Principles of justice in health care.
- Structure of the American health care system.
- Ethical and moral challenges in advanced illness and palliative care.
- Ethical responses to medical mistakes and truth telling – maintaining a culture of trust.
- Ethics of clinical research – i.e., welfare, safety, and comfort of human subjects, honesty, following ethical research guidelines.
- Contextual features of medical ethics – religious-cultural factors.

**Requirements:**

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Auditorium – Student Education Center</th>
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</thead>
<tbody>
<tr>
<td>Examination 1 &amp; 2</td>
<td>Examination 2 is the oral group presentations. Students will receive the Ethics cases on February 9, 2011, immediately following class.</td>
</tr>
</tbody>
</table>

**Resources:**

<table>
<thead>
<tr>
<th>Chief Coordinator</th>
<th>Rebecca Monsma, MA, MSW, LISW</th>
<th>Phone</th>
<th>(515) 271-1627</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>DMU Clinic Room 1006</td>
<td>E-mail</td>
<td><a href="mailto:Rebecca.Monsma@dmu.edu">Rebecca.Monsma@dmu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-Coordinator</td>
<td>Roberta Wattleworth, DO, MHA, MPH, FACOFP</td>
<td>Phone</td>
<td>(515) 271-1680</td>
</tr>
<tr>
<td>Office</td>
<td>DMU Clinic Room 1020</td>
<td>E-mail</td>
<td><a href="mailto:Roberta.Wattleworth@dmu.edu">Roberta.Wattleworth@dmu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Secretary</td>
<td>Debra Bustad</td>
<td>Phone</td>
<td>(515) 271-1627</td>
</tr>
<tr>
<td>Office</td>
<td>DMU Clinic Room 1003</td>
<td>E-mail</td>
<td><a href="mailto:Debra.Bustad@dmu.edu">Debra.Bustad@dmu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>8:00 AM – 3:00 PM</td>
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**Attributes & Core Competencies:**

This course addresses the development of the following American Osteopathic Association Core Competencies of the Osteopathic Student and Professional: Medical Knowledge, Patient Care, Interpersonal and Communication Skills, Professionalism, Systems-Based Practice, and Practice-Based Learning.

**Course Policies:**

**Lecture attendance**

All lectures will be held in the SEC Auditorium.

**Attendance is expected.** Attendance will be taken at all lectures and groups, for the purpose of assigning earned attendance points. Students will receive 2 points for attendance and professional participation in all activities on each scheduled date.
Attendance points represent a portion of the total course points (please review Grading Policy).

Notices of change in lecture, lecturer, group or exam will be e-mailed to the class, and updated on the Outlook calendar.

SIGN-IN POLICY:
To receive attendance points, students must sign the attendance roster in both the lecture hall and the discussion groups. On the dates that two lectures are scheduled, students must sign the roster for both lectures. The attendance sheet is the official recording document. No other means of verifying attendance will be accepted.

Course handouts will be available on Angel. Most will be posted 24 hours prior to the lecture.

The course faculty in accordance with the policies and statements in the student handbook must approve any exceptions to the policies stated in this syllabus.

Evaluation:

There will be two examinations. The first will be a 40 point multiple choice or matching format. Questions may be based on lecture presentations, required text, assigned readings, media, group discussion questions and handouts.

The second examination will be the submission of a short paper accompanied by an oral presentation in the assigned Ethics Small Group Discussion. The examination consists of 40 points, 20 for the paper and 20 for the oral presentation. The points will be determined by the following guidelines:

Guidelines for Paper and Presentation
Each student will be assigned a case posing a significant ethical-moral dilemma. The paper must be typewritten, double-spaced, grammatically well constructed, approximately 1500 words, and conform to the following instructions:

- The ethical-moral dilemma must be recognized and explained clearly
- The role of the various parties involved in the case must be clearly explained
- The case should be analyzed with the goal of resolving the dilemma by giving a recommended course of action
- The relevance of values, value judgments, virtues and morals should be clearly indicated
- Principles learned in Medical Ethics must be used while presenting/discussing the dilemma

Students will receive 4 points for each of the above for the paper, and 4 points for the presentation.

You may use your text, class notes, handouts, PowerPoints, assigned readings, medical ethics journals, codes of ethics, or other sources to assist you. Make certain, where relevant, that information is referenced using APA citation style.

Each student may use their paper and/or relevant notes to present their case in the Discussion Group. The oral presentation should be approximately 10 minutes in length. Following the presentation, an additional 10 minutes will be allotted for students to ask the presenter questions as well as contribute their own thoughts and responses to the case or presentation.

The paper must be submitted electronically to Ms. Debra Bustad in the Department of Medical Humanities no later than 3:00 PM on April 20, 2011. The oral presentations are on May 4 and May 11, 2011, from 1:00-3:00 PM.

Due dates are set as stated. Late assignments will be penalized to be fair to those who complete the assignment on time. The penalty will consist of 5 points deducted (out of 40) if the work is submitted within 48 hours after the due date. Beyond that, no work is accepted unless there are serious extenuating circumstances. You must present these circumstances to the course coordinator.
EXAMINATION PROTOCOL:
No student may have books, notes, or electronic equipment (cell phone, computer, calculator, etc.) on his/her desk or person during an examination unless directed to do so by the course coordinator. Any items of this nature must be left in the student lockers.

Students arriving more than 15 minutes after the examination begins may not sit for the exam, and will take the make-up examination. Students may not leave the test site until 15 minutes after the examination begins.

The examinations are scheduled for:

EXAMINATION 1: Tues., 12/07/10  8:00 – 8:50 PM  SEC Aud
EXAMINATION 2: Wed., 05/04/11  1:00 – 3:00 PM
Wed., 05/11/11  1:00 – 3:00 PM

Examination 2 is the oral group presentations. Students will receive the ethics cases on February 9, 2011, immediately following class.

Examination Review
Course coordinators will automatically review the examination outcomes. Students may review the examination in the Department of Medical Humanities & Bioethics, DMU Clinic Room 1001, from 12:00–1:00 PM on Tuesday, 12/14/10.

Examination Make Up
Any student who is ill or experiences exceptional circumstances and requires a make-up examination must contact the Course Coordinator at X1627 on or before the examination date. Requests for make-up examinations not due to illness must be submitted in writing to the coordinator for approval at least two days prior to the examination whenever possible. Final determination will be at the course coordinator’s discretion in accordance with Student Handbook guidelines. It is the student’s responsibility to contact the course coordinator to find whether or not their request has been approved.

Attendance points may not be remediated.

Grading Policy
1. The final course grade will be determined by dividing the sum of correct points on the examinations plus total attendance points earned by the total points possible. The first examination will consist of 40 points, and the second (paper and presentation) 40. There are 20 possible attendance points, with the sum of course points equaling 100.

To earn attendance points, scholarly, active participation in the learning groups, with demonstrated professional interactions and behavior in the lecture hall is required.

and

2. Satisfactory evaluation by faculty group facilitators for discussion groups. If a student receives an unsatisfactory mark, the course coordinator will review and determine remediation. The course coordinator’s decision is final.

70% of the total points possible and scholarly professional performance in all discussion groups attended is required to receive a passing grade.

Re-Evaluation Policy
Students failing the course will be allowed to take an oral and written Re-Evaluation Examination, administered during the designated re-evaluation period as determined by the Registrar’s Office, if an improved score on the examination may result in a passing score for the course. If the re-evaluation examination combined with the student’s earned attendance points does not result in a final score of 70%, the student will repeat the course when next offered.
### Course Schedule & Examinations:

Required readings are from *Principles of Biomedical Ethics* (6th ed.) 2009, selected journal articles, and book chapters. For all lectures, please be familiar with any assigned readings before class. Lecture and small group meetings will take place from 1:00 until 3:00 PM on the dates below.

<table>
<thead>
<tr>
<th>LECTURER</th>
<th>DATE</th>
<th>LECTURE TITLE</th>
<th>Keywords</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monsma</td>
<td>08/18/10 1:00 PM</td>
<td><strong>Setting the Stage:</strong> Basic Concepts &amp; Terms, Morality &amp; Values, Virtue Ethics, A Model for Ethical Problem-Solving (Lecture)</td>
<td>Ethical Principles, Morals, Virtue Ethics</td>
</tr>
<tr>
<td>Monsma</td>
<td>08/18/10 2:00 PM</td>
<td><strong>Informed Consent</strong> – Implied Consent, Autonomy/Self-Determination Act, Refusal of Care, Decisional Capacity (Lecture)</td>
<td>Informed Consent, Decisional Capacity</td>
</tr>
<tr>
<td>McCrickerd</td>
<td>09/22/10 1:00 PM</td>
<td><strong>The Ethical Principle of Justice</strong> (Lecture)</td>
<td>Justice</td>
</tr>
<tr>
<td>Wattleworth</td>
<td>10/13/10 1:00 PM</td>
<td><strong>Privacy &amp; Confidentiality:</strong> Ethical Disclosure of Medical Information (Lecture)</td>
<td>Privacy &amp; Confidentiality</td>
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<tr>
<td>Daly</td>
<td>11/10/10 1:00 PM</td>
<td><strong>Medical Mistakes &amp; Truth-Telling</strong> (Lecture)</td>
<td>Medical Errors</td>
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<tr>
<td>Kaldjian</td>
<td>12/01/10 1:00 PM</td>
<td><strong>Wisdom, Ethics and the Medical Professional:</strong> Clinical Ethical Reasoning (Lecture)</td>
<td>Clinical Ethical Reasoning</td>
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<tr>
<td>Larsen</td>
<td>01/12/11 1:00 PM</td>
<td><strong>The Ethics of Clinical Research</strong> (Lecture)</td>
<td>Ethics Clinical Research</td>
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**Examination 1:**

12/07/10 8:00-8:50 AM
<table>
<thead>
<tr>
<th>LECTURER</th>
<th>DATE</th>
<th>LECTURE TITLE</th>
<th>Keywords</th>
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<tr>
<td>7.</td>
<td>02/09/11</td>
<td>Ethical Contextual Features: Implications of Religion &amp; Spirituality in Medical Practice (Lecture)</td>
<td>Ethical Contextual Features</td>
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<tr>
<td></td>
<td>1:00 PM</td>
<td>Kuczewski (2007), Talking about Spirituality in the Clinical Setting. American Journal of Bioethics, 7(7):4-11. (On-reserve in the University Library)</td>
<td></td>
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<td>8.</td>
<td>04/06/11</td>
<td>Common Ethical Challenges in Advanced Illness &amp; Palliative Care (Lecture)</td>
<td>Ethics Palliative Care</td>
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<td>9.</td>
<td>05/04/11</td>
<td>Student Presentations (Examination) (Group)</td>
<td>Moral Ethical Dilemmas</td>
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<tr>
<td>10.</td>
<td>05/11/11</td>
<td>Student Presentations (Examination) (Group)</td>
<td>Moral Ethical Dilemmas</td>
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<td>1:00 PM</td>
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**Faculty & Guest Lecturers:**

**Faculty:**

- Michael Daly, DO
- Bryan Larsen, Ph.D.
- J. Jeffrey Means, M.Div., Ph.D.

**Guest Lecturers:**

- Lauris Kaldjian, MD, M.Div., Ph.D.
  Associate Professor, Department of Internal Medicine; Director, Program in Biomedical Ethics; University of Iowa Carver College of Medicine
- Jennifer McCrickerd, Ph.D.
  Chairperson, Department of Philosophy & Religion
  Associate Professor
  Drake University