

**CRN: 17184 SECTION: 32 COURSE NUMBER: MEDI-417 COURSE TITLE: Intro to Ethics-Jurisprudence**

**SEMESTER: FALL YEAR: 2007**

**SCHOOL: Medicine DEPARTMENT: Comm Health/Family Practice INSTRUCTOR: Brown**

## **SYLLABUS DETAILS**

**Program Coordinator, Instructor Virginia A. Brown, MA**

**Email**

[vabrown@howard.edu](mailto:vabrown@howard.edu)

**CRN**

17184

**Work Phone**

202 806-6397

**Credits**

2

**Office Location**

College of Medicine, Numa P. Adams Building  
room 1322 r/s

**Room**

TBA

**Office Hours**

Monday 10-12, Thursday 2-4pm, Tuesday by appointment only, and Wednesday 7-8pm.

**Online Resources**

<http://blackboard.howard.edu>

## **COURSE DESCRIPTION**

This course introduces students to ethical and to bioethical issues confronting healthcare providers within the practice setting. The course introduces students to how ethical theory and principlism work to critically analyze and construct well- reasoned responses to ethical dilemmas. By utilizing the Beaubeu Grid method to collect and analyze case information students will refine their critical thinking skills (both verbal and written) as they read, write, discuss, and resolve the case material presented in class. Emphasis on collaborative dialogue between and among the disciplines represents the hallmark of this course. Finally, the course will familiarize students with ethical and legal considerations, patient-provider relationships, professionalism, and the concepts of moral reasoning.

## **COURSE GOALS**

1. To teach students how to recognize and resolve ethical issues facing healthcare providers.
2. To develop a cadre of healthcare professionals who discharge their professional duties with respect and consideration for each patient.
3. To improve students' professional writing abilities (learning to write).

4. To improve students' critical, analytical, and problem solving skills (writing to learn).
5. To introduce students to working as an interdisciplinary team when resolving ethical issues.

### **COURSE OBJECTIVES**

#### **Upon completion of this course, students will be able to:**

Define (orally and written) morality, ethics, and moral theory and how each influences decision-making in healthcare settings.

Understand and demonstrate how (orally and written) the moral theories that support ethical decision-making work together.

Define (orally and written) *the four* major principles (autonomy, beneficence, non-maleficence, and justice), that guide ethical decision-making of healthcare professionals.

Construct a well-reasoned response (orally and written) to ethical dilemmas by utilizing applicable major principles combined with moral theory.

Develop a practice-oriented philosophy that links ethical reasoning with ethical action in clinical/professional situations.

Define (orally and in written form) the moral rules of veracity, privacy, confidentiality, and fidelity as they apply to healthcare professionals and their patients.

Compare and contrast the code of ethics of various professional groups, e.g., allied health, dentistry, medicine, nursing, and pharmacy professions as it relates to how professional duties are discharged.

Recognize how cultural, ethnic, and spiritual belief differences between and among various patient groups impact the clinical/professional setting.

Demonstrate an ability to work collaboratively in the resolution of ethical dilemmas in small group discussions.

Recognize situations that entail a high likelihood for ethical conflict and respond accordingly.

### **INSTRUCTIONAL METHODS**

*(otherwise known as how to meet course objectives)*

### **PRE-CLASS PREPARATION:**

Pre-reading of the assigned material and completion of the Mastery Quizzes on Blackboard will help to ensure your success in this course. The mastery quizzes are designed to guide you through the readings noting what the emphasis is for each chapter in order to further develop

critical thinking skills. A detailed explanation of the schedule of mastery quizzes can be found in the **Mastery Quiz and Homework** section of Blackboard.

Always students must bring to class

Assigned case material

Completed grid analysis of the selected case

**The requirement is that students will have read each case and completed the grid prior to the small group session.** Faculty will ask to see your completed grid upon arrival in small group in order to confirm your attendance in class. **Failure to have this assignment completed, upon arrival for small group, will result in an absence being recorded for that day's class.** For those of you with laptops, which you bring to class, please feel free to leave your material online if you wish; however always print or make a copy of the completed grid for small group discussion. This information is posted in the "This Week in HCE" section.

### **REQUIRED MATERIALS**

The course requires the acquisition of 2 texts and 1 handheld response system. Specifically,

Beauchamp, Tom L. & Childress, James (2001). *Principles of biomedical ethics* (5<sup>th</sup> ed.). Oxford University Press.

*Concise Rules of APA Style*. (2005). Washington, DC: American Psychological Association.

The above 2 books are located in the Howard University Bookstore on the 2nd floor in the Health Sciences Section. Please ask a sales person for assistance when purchasing these books.

The wireless keypad will be utilized in the **Moral Norms, Moral Values** lecture and for all lectures there after. The **TurningPoint** Student Response system captures, in real time, your responses to questions asked by the presenters. Questions may focus on the readings, pre-knowledge/post-knowledge, misconceptions, etc relative to the topic presented. Incorporating Student Response Systems in large lectures like Health Care Ethics helps to:

Assess students 'real time' understanding of material

Ensures that the salient points are correctly understood

Provides presenters the opportunity to adjust the pace in direct response to audience feedback.

### **TIME OF CLASS**

Class will begin **promptly at 5:10 P.M.** If you arrive late, please enter the lecture hall quietly and be seated. **Fire regulations prohibit sitting on the floor.** Cell phones, pagers, or other electronic equipment, must either be turned off or the ringer must be on mute/vibrate. Calls are not to be returned while in the lecture hall and headsets are to be removed as well. **Lecture will begin at 5:10 pm and small group begins at 6:10 pm. Attendance and participation in both is required.**

From time to time emergencies arise and must be dealt with during class. Please make all effort to do so quickly and quietly. **Please make care arrangements for infants and small children**, Hospital Policy **forbids** the presence of small children in this location. Please note that once you enter the lecture hall you are expected to remain for the duration of the lecture. Talking or moving around during the lecture/presentation is discouraged, however your interaction with the presenter, when appropriate, is encouraged.

Please leave the Hospital auditorium and all discussion rooms clean. Double check to make sure that you have all of your personal belongings and have disposed of all trash in the appropriate receptacles. No **food** is to be consumed during class or lecture.

## **POLICIES and PREREQUISITES**

### **COURSE PREREQUISITES**

All students enrolled in this course **must have prior or concurrent clinical practicum experience. If you do not meet this requirement you must drop the class. Unofficial Withdrawal (UW) and Never Reported (NR) must be reported by March 2, 2007 and April 9 is the last day to withdraw from a course.** Students enrolled in programs outside of Health Sciences must contact Ms. Brown at 202-806-6397, to assure proper enrollment and prerequisite requirements in order to enroll into the course.

### **ABSENCE & MAKEUP POLICY.**

**Excused Absences Policy:** An excused absence from class requires written certification/approval in accordance with your programs policy, authorized by the appropriate office in your school or college. Please turn your approved absence information into the Health Care Ethics Office room 1322r/s in the Medical School **within a week of your absence** and/or prior to your return to the next class, or you will be counted as having an unexcused absence and thus be unable to makeup or turn in any work/exam missed during your absence. Authorized absence's allow student's to makeup and or turn in work. Please see Ms. Brown to arrange for submission of work.

**Notification Procedure:** Only an official excused absence submitted through and approved by your respective Dean/School/Program will be accepted in order to make up an absence from lecture/small group, midterm, practicum, or unsubmitted research paper. Students, or their respective designee must **immediately** notify the Health Care Ethics Office via phone 202-806-6397, or email at [vabrown@howard.edu](mailto:vabrown@howard.edu), of illness or injury, etc. which prevents them from meeting the scheduled due date. **Notification means**, at a minimum leaving a message with your name, ID number, brief explanation and expected date of return to class. **Failure to submit excused absence information with the subsequent assignment will result in a zero (0) being recorded for that assignment.** A grade of **Incomplete (I)** is seldom granted in this course, and when requested it is usually due to a student's inability to remain in class due to personal reasons. Such a request is made by the student through his or her respective Core Faculty and Dean of Students or the Dean's designee.

**Lateness of Assignments: Extensions on papers and any other assignments are not granted.** Any paper/assignment not received on the due date, or submitted after the due date, will receive a grade of 0%. The only exceptions are those as outlined as above in the **ABSENCE & MAKEUP POLICY guidelines.** All due dates are clearly indicated in the syllabus and must be adhered to by all participating. Shelf exams, interviews, and other activities are not valid.

**BlackBoard:** This course utilizes BB exclusively. For optimum results you should use a high-speed internet access as dial up is far too slow for the work you will do. Additionally, vendors

who timeout their systems and automatically drop subscribers after 30 or 40 minutes of use must be avoided. AOL often "kicks" users off the system and says "Goodbye" this is not good while you are in the middle of doing a mastery quiz! Pop up blockers must be off to open many of the items in BB and to launch quizzes as well.

## **PLAGIARISM POLICY**

Use of the Turnitin plagiarism identification system is used in this course. Papers will be randomly selected for submission into the system. Any paper that is read and appears to be of questionable authenticity will also be submitted. Student's whose papers are found to be fraudulent will be contacted and sanctions including receiving an automatic zero (0) for the submission and a grade of F for the course, regardless of the GPA (grade point average) in the course will be imposed. Further sanctions, including expulsion, may be levied by the student's respective School, Program, and or College in accordance with the H Book.

## **EVALUATION METHODS**

### **COURSE REQUIREMENTS FOR GRADING:**

The following is the standard evaluation in place for all students. The grade submitted to your core faculty representatives will be computed based on the following factors:

The following is the standard evaluation in place for all students. The grade submitted to your core faculty representatives will be computed based on the following factors:

**Participation 25%** : Includes mastery quizzes, small group attendance, evaluations of lectures, and the course The syllabus, plagiarism, and midterm mastery quizzes **must be taken during the allotted timeframe and until a score of 100%** is achieved in order to earn credit. Students must check the gradebook to ensure the a score of 100% is recorded. If anything other than a 100% appears (i.e. a lock, ! or ?) student's must notify Ms. Brown via email at [vabrown@howard.edu](mailto:vabrown@howard.edu) to receive instruction on how to correct this. The following is a breakdown of how the points are earned:

- Mastery Quizzes (12 pts total, 4 pts each),
- Small Group Attendance (6 pts total, .05/session)
- Lecture Evaluations (6 pts total, .05/evaluation)
- End of Semester Course Evaluation (1pt total)

**Midterm 20%**: Consists of 50 questions, from text, lecture, and lecture notes.

**Research Paper 25%**: Comprises of Getting Ready to Write, and final submission of paper

**Practicum 30%**: Peer directed case analysis

**Total**                      **100%**

## **STUDENTS WITH DISABILITIES:**

### **(ACCORDING TO THE AMERICANS WITH DISABILITIES ACT)**

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability must contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of the semester. **The Dean of Special Student Services, Dr. Barbara Williams can be reached at (202) 238-2420.** Once this information is obtained, please make an appointment to speak with the Program Coordinator, Ms. Virginia A. Brown, by calling 202-806-6397 so that accommodations may be made.

### **LECTURE/DUE DATES**

Please note, any amendments to this schedule will be noted in red and posted to the Announcements section.

#### Lecture Schedule Health Care Ethics Spring 2007

<b>Session</b>	<b>DATE</b>	<b>TOPIC/READING</b>	<b>Lecturer</b>
1.	1/10	<b>Course Overview &amp; Professionalism (Chp. 7)</b>	Virginia A. Brown, MA  <b>Break by Discipline</b>
2.	1/17	<b>Moral Theories/Case Analysis (Chp. 8)</b>	Segun Gbadegasin, Ph.D.  Lecture 5: 10 -7pm
3.	1/24	<b>Ethics and the Law</b>	Natasha McKenzie, Esq.  Break by Discipline
4.	1/31	<b>Moral Norms, Moral Virtues, Moral Character (Chp. 1&amp;2) Topic Selection Due</b>	Assya Pascalev, Ph.D.  Break to Small Group
4.5	1/31	<b>Preparing to Write the Outline and Annotated Bibliography Presentation</b>	Virginia A. Brown, MA  7:15-8:00 pm  HUH Basement Auditorium
5.	2/7	<b>Nonmaleficence &amp; Beneficence  (Chp. 4&amp;5)</b>	Nneka Mokwunye, MA  Lecture 5: 10 pm
6.	2/14	<b>Respect for Autonomy (Chp. 3) Informed Consent in Clinical Settings &amp; Research</b>	Evan DeRenzo, Ph.D.  Lecture 5: 10 pm
7.	2/21	<b>Midterm Outline &amp; Bibliography Due</b>	Report 3019 NP Adams  5:10 pm-7:00 pm

8.	2/28	<b>Unit 2-Cross Cutting Issues Medical Considerations-Part I Ethical Issues In: Beginning of Life</b>	Robert F. Murray, MD Lecture 5: 10 pm
9.	3/7	<b>Justice vs the Law” (Chp. 6)  DRAFT PAPER DUE</b>	Edmund "Randy" Howe, MD, JD Lecture 5: 10 pm
10.	3/14	<b>End of Life</b>	Rev Annie Lanier & Hospice Team
11.	3/21	<b>SPRING BREAK</b>	SRPING BREAK
12.	3/28	<b>Ethical Issues in Health Care PAPER DUE in Class</b>	S. Tyrone Barksdale, M.Ed., R.T.(T)  Lecture 5: 10 pm
13.	4/4	<b>Medical Considerations-Part II Ethical Issues In: Mental Health</b>	Walter Bland, MD  Lecture 5: 10 pm
14.	4/18	<b>The Human Genome Project- HU</b>	Charmaine Royal, Ph.D.  Lecture 5: 10 pm
15.	4/25	<b>PRACTICUM</b>	All Students Report to HUH Auditorium @ 5: 10 pm

### **GUIDELINES FOR RESEARCH PAPER**

A paper on an ethical topic in Health Care will be required for all students to complete the course. The “Ripped from the Headlines” submission is the basis of your paper. Your literature search will help you to understand the nature of the ethical dilemma at hand and to answer why people are unable to come to consensus on the issue (this is the background, the discussion of the problem section).

It is important to remember that this is a course in **ETHICS** and that the paper must discuss an ethical dilemma. Legal (Jurisprudence) issues may be discussed but should not dominate the discussion. When appropriate you may wish to compare and contrast the legal issues and offer an ethical solution to the dilemma, which may not agree with the law. In addition, the “science” discussion of a topic should not dominate; it should support the ethical discussion. You have a great deal of latitude in your choice of topics **as long as you are presenting an ethical issue in the health care setting.**

The paper should demonstrate a familiarity with and mastery of the principles, and theories of ethics learned in the course and gleaned from your readings. **This corresponds to the section where ethical issues are identified and discussed.** Your references should reflect scholarly (peer reviewed) research in subject matter journals and books.

### **USING REFERENCES**

Each time you use material that is not your own, a parenthetical citation must be used. If you use material that is not your own, without giving credit, you are committing plagiarism, and are subject to the rules and regulations of the Course in compliance with the University. The citation should include the page number and author name where the material occurs, not just a reference to the book or article where the material is located. If you are unsure of how to reference materials, consult the Concise Rules of APA style manual.

This style manual is required for this course as you are being introduced to the conventions of writing used in the citation process used most often required for bioethics submissions. **Use of any other format will result in receiving a 0 zero for the submission section of the paper content grade.**

This paper requires selection of **at least 2 references from the Approved List of On-Line Resources found in the Research Paper Section of the BB Syllabus**. Select the section entitled **Research Paper Guidelines** for the list. This list has been assembled in order to introduce you to some of the essential journals in Bioethics. Because the on-line Sterling system does not allow for such a detailed listing of the materials we have culled the system for you.

Submission of reference material from on-line .com sources is **prohibited** as they do not conform to the requirements of peer review. Journals are often published in on-line database systems like Ebscohost <http://search.ebscohost.com> for example, which note a .com extension in the URL (Uniform Record Locator). When cited correctly such information is readily understood as a journal published in an online database. Be sure to consult the Concise Rules of APA style for the correct format.

### **FORMAT FOR RESEARCH PAPER**

1. The papers must be well organized and logical. Papers should be proofread, spell-checked, and grammatically correct. Use complete sentences. It is a good idea to have someone else read your paper in advance to catch any errors you miss.
2. **No more than two references from a single source may be cited.** You must read broadly and somewhat deeply to gain insight into your topic.
3. There must be a **minimum of 7 different scholarly** references. These seven references must be current, as of 2000 or later. If you use older references you must add a current reference too. Use of the **Publication Manual**, of the American Psychological Association, (APA) for format is required. .
4. **The Cover Page (1<sup>st</sup> page) of the paper is the GRADESHEET.** The **Title Page**, is the 2<sup>nd</sup> page and must include, in the **upper left corner**, your **name, email address**, and the **paper title**. **Number your pages and put your last name and ID on each page in the bottom right corner.** (The header/footer feature in Word does this automatically.)
5. This paper is to be **no less than 8 and no more than 10 typed double-spaced pages in length**, not including the reference list and cover page. **This means that page 8 has more than one sentence.** Page 8 is a full page! Standard margins apply (the default in MS Word is 1" top and bottom with 1.25" for the left and right margins). All paper submissions must use a **font size of 12 pitch** in Times New Roman or similar font. The research paper **must be stapled in the left corner**. **Do not use the plastic covers, or any other covers.**

### **EVALUATION**

Your research paper will be evaluated in terms of your **knowledge** of the specific ideas you are analyzing, your ability to **interpret** these ideas, your ability to **critically** analyze your ideas, your

ability to ***insightfully draw out assumed relationships between thought and action***, and finally your ***skill in clearly and concisely organizing and expressing your ideas***. Your ethical analysis of the issue should demonstrate a creative, thoughtful, analytic, logical approach to the issue. Your grade will be determined on these criteria and **not** on the basis of your agreement with the views of faculty members.

### **GENERAL INFORMATION**

Your mentor for your paper is your small group leader, but you should feel free to call upon any of the faculty for help. Assistance with literature searches can be done by contacting the Health Care Ethics administrative office at 806-6397 and making an appointment. Additionally, the reference librarian at the Louis Stokes Health Sciences library can assist you as well. A trip to Georgetown University's Kennedy Institute of Ethics library may be the best \$1.25 bus ride you ever take! This is the world's largest bioethics library. The librarians are knowledgeable (most have MA's in Bioethics too) so go!

### **CONCLUSION**

Ethical issues are not easily resolved. The writing assignment is intended to help you examine an issue in detail. There are few exercises that are either more useful, or more frustrating, than attempting to put in writing what one thinks is the best solution to an ethical dilemma. By doing this you will gain insight into how to examine ethical issues and the tools necessary for examination that will serve you when you confront ethical issues in your health care career.

### **Getting Ready to Write a Biomedical Ethics Paper**

The ***Getting Read to Write*** material is divided into 2 components, which lead to the final submission of the Research Paper. Each of the activities carries a unique point value as described below.

1. **Prewriting**: Topic Selection and Outline and Annotated Bibliography,
2. **Rewriting**: Review of Draft Research Paper

Due **January 31, 2007**

1. Ripped from the Headlines Topic Selection(5 points)

Due **February 21, 2007** is the: (15 points)

- a.) Annotated Bibliography in APA format and
- b.) Outline

Due **March 7, 2007** is the: (20 points)

1. Draft of the Research Paper

**Total for this section is 40%. Details for how grades are assigned can be found in the section marked syllabus**

**Final Submission of the Paper is 60%**

- a.) Turn in final paper! **MARCH 28**

b.)	Discussion of problem	10%
c.)	Ethical Dilemmas identified and discussed	25%
d.)	Proposed Resolution	15%
e.)	Personal Perspective	5%
f.)	Format and Submission procedures	5%

**Tutorial will be held on Wednesday JANUARY 31, 2007 after class in HUH Basement Auditorium from 7:15 pm until 8:00 pm.** Q and A and tips on preparing a well reasoned research paper.

### Outline

#### Working Title

- **Thesis Statement**
- I.. Description of Problem (*describe the problem*)
  - A. Facts (state them)
  - B. Interested Parties (who does this impact)
  - C. Current Description of Literature (history of problem)
  - D. Nature of Ethical Breech (describe which principles, rules, duties, etc are in conflict)
- II. Ethical Dilemmas Identified and Discussed
  - A. Duties & Obligations
    - 1. Between and Among Affected Parties
    - 2. As defined by what (source, codes, ethical norms, duties, etc.)
  - B. Principles (which will you use)
    - 1. Autonomy
    - 2. Beneficence
    - 3. Justices
    - 4. Nonmaleficence
  - C. Theories (how will you apply them?)
    - 1. Utility
    - 2. Duty
    - 3. Ethics of Care
    - 4. Libertarianism
    - 5. Coherence Theory
    - 6. etc.
- III. Proposed Resolution (brief statement)
- IV. Personal Perspective (brief statement)

### Annotated Bibliography Assignment

The bibliography represents the reference material you have reviewed so far (i.e. books, book chapters, journal articles, all of a peer reviewed quality), listed in **APA format**. (Consult the Concise Rules of APA Style for specifics, format matters).

- Essential Elements of an Annotated Bibliography:
  - **Correct APA format (book, vs journal, vs web, etc.).**
  - **Entries italicized, capitalized, etc.**
  - **Includes at least 7 references (no more than 2 from same source).**

- ❑ **References current 2000 or later.**
- ❑ **Sources are peer reviewed.**
- ❑ The use of **.com sites** is prohibited
- ❑ **Each reference contains an annotation.**
- ❑ **Proper grammar, syntax, spelling used.**
- ❑ At least 2 of the citations are to come from the HCE reading list

### **Annotated Bibliography**

Each entry cited must include an annotation. An annotation is no longer than 3-4 sentences which answer the following:

1. **Summary**, what is the point of what you read?
2. **Assessment**, is it useful, reliable, valid source.
3. **Purpose**, will you use it, does it help your argument, or is it actually better for something else?
4. **Location**, notes call number and name of library, notes electronic service or name of web site of online reference document.

A sample (hypothetical) journal article with annotation is as follows:

**Smith, D.A. (1993). In search of the typical**

**shoes. *American Journal of Shoes*, 48, 574-576.**

**Informative history of shoes purpose, structure, and style are highlighted, useful for overview, simplistic for this task. Location: LSHSL, PS 509.NYF**

The prewriting and preparation component is a vital part of writing a well-reasoned and researched paper. Your ability to state the nature of the problem combined with the selection of sound research materials will set the stage for an excellent research paper. Most errors begin with faulty construction and understanding of the problem combined with biased and inadequate research materials. The librarians at Louis Stokes and the Georgetown Kennedy Institute of Ethics can assist you in researching your topic.

**GRADE SHEET FOR HEALTH CARE ETHICS  
Spring 2007**

Grade received \_\_\_\_\_  
Recommended for award Y N

Student Name:  
ID Number  
Program: **Please circle:**  
Allied Health, Dentistry, Medicine, Nursing Undergrad, Nursing Grad, Pharmacy,  
Small Group Leader:  
Small Group Number:  
  
**Title of Paper:**

**EVALUATION CRITERIA**

**Content: 60%**

- 10% Discussion of Problem \_\_\_\_\_
- 25% Ethical Dilemmas Identified and Discussed \_\_\_\_\_
- 15% Proposed Resolution \_\_\_\_\_
- 5% Personal Perspective \_\_\_\_\_
- 5% Submission and Format \_\_\_\_\_

**Content Total** \_\_\_\_\_

(record this in upper right corner)

**Previous Scores from Getting Ready to Write 40% Total:**

- 5% "Ripped from the Headlines" \_\_\_\_\_
- 15% Outline and Annotated Bibliography \_\_\_\_\_
- 20% Review of Draft \_\_\_\_\_

**Your Total** (content plus previous score) \_\_\_\_\_

**COMMENTS** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_