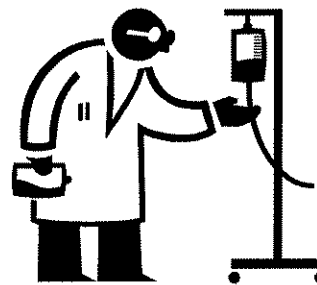




Santa Clara University  
Department of Religious Studies  
TESP 157, Spring 2009



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## Ethics in the Health Professions

**Course Description:** An introduction to normative theory and the major issues in medical ethics faced in the health professions. Among the issues to be examined are the following: basic principles of medical ethics (philosophical and theological), genetic testing, end of life decision making, resource allocation, professional responsibilities, confidentiality, and public policy.

### Course Goals:

- *To provide intellectual engagement with the hard open-ended questions involved in life and ethics specifically in regards to human health;*
- *To learn and understand major ethical theories and principles—both philosophical and theological—relative to health care;*
- *To identify the core ethical issues and ethical arguments in healthcare and the health professions;*
- *To apply ethical theories and principles to concerns and cases in healthcare;*
- *To determine what is at stake and for whom in particular medical contexts and cases;*
- *To critically evaluate ethical issues, arguments and decisions in healthcare and the health professions;*
- *To recognize the role that religion and faith play in medical decision making, especially at the end of life;*
- *To develop individual and collaborative critical thinking skills;*
- *To foster independent thinking about critical ethical concerns in health care.*

This **third level** religious studies course will foster your ability to grapple with complex issues in ethics and to forge preliminary responses with intellectual and moral integrity.

**Requirements:** 2 co-curricular reflection papers, (15% of final grade), a written case analysis (20% of final grade), concept map of final project (5%), a final collaborative project and analytical paper (35% of final grade), class participation—including (but not limited to) Community Based Learning and reflection papers—evidence of adequate preparation for class, and active engagement in class discussion and the final collaborative project (25% of final grade). An Arrupé community placement in a health care setting (or an equivalent *approved by the instructor*) is required. Lastly, attendance at two co-curricular activities is required.

**ANGEL:** The class management program, ANGEL, will be used for this course. Assignment instructions, grading rubrics, and additional course material will be posted on ANGEL (under Lessons). It is the student's responsibility to download instructions, rubrics, etc. as required. ANGEL drop boxes will be used for written assignments (also under Lessons). Links to medical ethics related websites can be found under Resources/Course Resources/Useful Links. If you do not have an ANGEL account, follow the instructions on the ANGEL homepage.

**Adequate class participation** will include attendance at all class meetings including the 2 held offsite at O'Connor Hospital (see below), intelligent and informed participation in class discussion, and completion of assigned readings in advance of the date for which it is assigned.

**Attendance policy and classroom etiquette:** Prompt attendance at class is required. Unexcused absences or tardiness will negatively impact your grade and excessive unexcused absences or lateness (i.e., missing > 3 class meetings, consistent late arrival or early departure) may result in failure of the course regardless of completed assignments. (NB. Excused absences would include a note from Cowell regarding illness, a family emergency verified in writing, etc.) It is expected that all students will come to class having carefully read the assigned material, having carefully prepared written assignments, and having carefully prepared for class discussion. Class participation includes (but is not limited to) active engagement and listening, informed participation (both written and oral) in discussion, regular and punctual attendance, prompt completion of assignments, and active, consistent participation in your Arrupé Community-Based Learning placement.

In the case of a necessary absence (e.g., illness, family emergency), please inform the instructor at 554-7889 or by e-mail ([mmclean@scu.edu](mailto:mmclean@scu.edu)) prior to class. If a student is absent, it is his/her responsibility to speak to the instructor and to get the materials from the missed class.

Cell phones, i-Pods, Blackberries, etc. must be turned off and not used during class. Laptops may be used only for note-taking or accessing course related material. (Evidence of other uses of laptops will result in a "no laptop use by anyone" policy.)

Because class discussion can include sensitive issues, it is expected that what is said here, stays here, i.e., you must treat all discussions as **confidential** in nature and not share information with others or discuss sensitive matters outside of class. Medicine works well only in an atmosphere of trust—the same is true of the classroom.

**Assignments:** In the interest of fairness, it is expected that all assignments will be turned in on the due date and that the final paper will be turned in as requested (see below). At the instructor's discretion, assignments completed after the due date will be subject to a "sliding grade scale," i.e., a drop of a full grade per day determined on the basis of when the assignment is *received* by the instructor. Assignments are due at a specified time or at the beginning of class—10 minutes after the start of class counts as one day late—as indicated. All assignments must be completed on time unless the student presents written proof of illness or emergency or discusses a particular conflict with the instructor at least one week in advance of the due date. Papers must be submitted as described below; it is not acceptable to fax or e-mail an assignment.

All papers are to be typed, doubled-spaced with 1 in. margins on all sides (for comments) and in 12 point font. In the case analysis and final paper, *ethics terms must be used and must be defined* in a glossary at the end of the paper. When appropriate, please put the word count on the first sheet. Papers that do not show evidence of having been proof read and/or run over the specified length and/or do not meet the format guidelines will be returned to the student for rapid revision and may be subject to a "sliding grade scale." Final papers of excessive length, i.e., > 1625 words, will be subject to grade reduction. Papers are to be the student's own work done specifically for this class.

**O'Connor Hospital program:** Under the sponsorship of the Applied Ethics Center at O'Connor, students in this course will have a opportunity (and requirement) to observe the hospital environment and to discuss with health care professionals the nature of medicine and the ethical issues encountered in the acute care setting. On two occasions, April 21<sup>st</sup> and May 19<sup>th</sup>, class will convene on-site at O'Connor, 2105 Forest Avenue, San Jose from 8:10 am until 9:15 am (allowing you transportation time). Directions can be found on the last page of this syllabus. Meeting at O'Connor Hospital provides an occasion to observe "life" in the hospital and to discuss issues of medical ethics as they arise in the routines of patient and family care in the acute care setting. On the two mornings when the class meets at O'Connor Hospital, appropriate attire is required, i.e., no jeans, no shorts, no tank tops, no holes, no logo t-shirts, no sandals, no baseball caps. (The hospital has a "dress code.") *The duty of confidentiality requires that you do not share what you see and hear outside of class. It also implies that if you see someone you know at OCH, you will respect his/her privacy. A useful approach is not to greet or speak to anyone you*

recognize unless he/she speaks to you first. **Reflection papers on your O'Connor experience are due on April 23<sup>rd</sup> and May 21<sup>st</sup>. See class schedule for paper instructions.**

**Arrupé Partnerships Health Care Community Placement:** In order to increase awareness of ethics in the health care environment and professions, it is expected that each student will spend 16 hours over 8 weeks in a health care related Arrupé community placement (or the equivalent). The goal is the development of the student's ability: [1] to engage healthcare ethics concerns beyond the classroom, [2] to learn from this engagement, and [3] to reflect critically on the concerns of ethics within the healthcare environment, especially in regards to vulnerable populations. Opportunities to learn from Alzheimer's patients, residents of long term care facilities and their caregivers, persons living with HIV/AIDS, and others will be provided. Placements are made through the Arrupé Partnerships for Community-Based Learning program. Each student is to inform the instructor of his/her placement on **April 7<sup>th</sup>**. (Note: Students who wish to fulfill this assignment through an alternate health care related experience *must* provide the instructor with a written description of the program and get the permission of the instructor by April 7<sup>th</sup>.) Your signed Community Placement sheet (or a copy) or the *approved* equivalent must be submitted to the instructor on or before June 4<sup>th</sup> at 8 am in order to receive credit for participation in this portion of the course (unless alternate arrangements have been made with the instructor).

**Co-curricular Opportunities:** In order to broaden our perspective on health care ethics, we will attend related campus activities during the quarter. Students are asked to attend **two** of the following four co-curricular activities and to write a 300 – 500 word *ethical* reflection on the topic presented. What was one or two of the ethical issues raised? How did the presenter(s) suggest they be addressed? Do you agree? Why or why not? What is your view? Reflection papers are due as noted on the calendar. Remember to include the word count on the first page and to proof read your work. These reflection papers will be graded HP/P/NP. Each student will attend two co-curricular events and submit two reflection papers. **Reflection papers are due in the ANGEL dropbox at 1 AM on the following dates: April 21<sup>st</sup> (Prusiner), May 5<sup>th</sup> (Iris), May 12<sup>th</sup> (Greely), and May 19<sup>th</sup> (Jonsen).**

1. **April 15<sup>th</sup>**, 7:30 PM, Recital Hall: "The Scourge of Alzheimer's and Parkinson's and Prion Diseases," Dr. Stanley Prusiner, Director of the Institute for Neurodegenerative Diseases and Professor of Neurology and Biochemistry, UCSF (DeNardo Lecture)
2. **April 30<sup>th</sup>**, 6:30 PM, Recital Hall: *Iris*, a film and panel discussion on Alzheimer's disease
3. **May 7<sup>th</sup>**, Noon, Kennedy Commons: "Brain-Boosting Drugs and the Ethics of Cognitive Enhancement," Prof. Henry T. "Hank" Greely, Deane F. and Kate Edelman Johnson Professor, Stanford University Law School
4. **May 14<sup>th</sup>**, 5 PM, de Saisset Museum: Dr. Albert R. Jonsen, Co-Director, Program in Medicine and Human Values, California Pacific Medical Center, San Francisco speaking on autonomy and the history of bioethics (Regan Lecture)

**Case Analysis:** In order to develop your skills in identifying ethically relevant facts, asking "the ethics question," and engaging in critical thinking and ethical analysis, you are asked to write a 1000 – 1200 word analysis of Decision Scenario 6—the case of Mr. Wardell—on pp. 507-508 of Munson. Please use the following questions to guide your writing:

- What are the ethically relevant facts in this case?
- What is the central ethics question raised by this case?
- What are one or two options (for action) in addressing this question? How is each option ethically justified, i.e., what is the theoretical basis—the ethical justification—for each option?
- Is invoking "lifestyle" factors, e.g., alcoholism, risky behavior, in allocating organs for transplant "fair?" Why or why not?
- In your opinion, should there be a categorical exclusion of alcoholics from receiving liver transplants? If so, what is the ethical basis for such an exclusion? If not, what is the ethical basis for their inclusion?

Please use the format described under the section on "Assignments," remembering to put the word count on the first page and to define ethics terms in a glossary. *Title page and ethics terms should not be included in the word count.* **Case analysis is due in the ANGEL dropbox at 1 AM on April 28<sup>th</sup>. A hard copy is due in class.**

**Concept Map:** Constructing a concept map on your final project topic is an innovative way to make your critical thinking visible and to structure the oral and written presentation of issues, ideas, and analysis. Concept mapping allows students to present key ideas in a nonlinear fashion and to draw explicit connections between these ideas in a way that writing a traditional outline cannot. Creating a group concept map will facilitate organization of the knowledge to be presented orally to the class and support the writing of your final paper. Concept maps may be drawn by hand or using Word to create and connect boxes containing key ideas. Alternatively, you may use concept mapping software—*Inspiration*—available on the systems in the Multimedia Lab in the library. We cannot provide instructions or support for using the software but you are welcome to follow the *Inspiration* instruction manual to create your concept map. **Concept maps are due in the ANGEL dropbox at 1 AM on May 8<sup>th</sup>.**

**Final Collaborative Project:** The final project is in 3 parts—the first is collaborative work (done in groups of three), the second is an oral presentation by each collaborative group (May 26<sup>th</sup>, May 28<sup>th</sup>, and June 2<sup>nd</sup>), and the third part is an **individually authored** 1250-1500 word paper due in the ANGEL dropbox at 1 AM on June 10<sup>th</sup> with a hard copy due at 10 AM on June 10<sup>th</sup>. (*Title page, references, and ethics terms should not be included in the word count.*) This collaborative project allows students to integrate the topics of the course and to address a particular issue in health care ethics in depth. Students become "experts" on their chosen topic. The presentation and paper are to be well researched and analytical in nature. Students are strongly encouraged to meet with the instructor during their preparation of the project. Possible topics for investigation follow—only one group per topic or subtopic, e.g., organ donation and organ allocation. Detailed instructions and grading rubrics will be provided. *Please note due dates on the course calendar for project phases, e.g., topic, bibliography, etc..*

Possible topics for the final collaborative project—students may suggest others:

- Access to health care
- Advance directives
- Autonomy and medicine
- Clinical trials
- Cloning technologies (human)
- Challenges to confidentiality
- Conscience (role of conscience in medical decision making)
- Cost of health care
- Cross cultural issues in medicine
- Death and dying
- Decision making for children
- Decision making for adults who lack capacity to decide for themselves
- "Designer drugs"
- End of life decision making
- Euthanasia
- Gender and medicine
- Genetic screening and/or testing
- "Gene therapy"
- HIV/AIDS
- Imperiled newborns
- Informed consent
- Justice and medicine
- "Medical futility"
- Medical research
- Medically assisted death
- "Neuroethics" (e.g., cognitive enhancement)

Pandemic flu  
Natural law  
Organ donation  
Organ transplantation  
Professional responsibilities  
Race and medicine  
Reproductive technologies  
Right to health care  
Savior Siblings  
Scarce medical resources  
Stem cell technologies

**Course Textbook:** Ronald Munson, *Intervention and Reflection* (8<sup>th</sup> ed.). Additional material may be available on ANGEL or distributed in class. A link to the **Munson Companion Site** is available under Course Resources on ANGEL. Please take advantage of this material that includes chapter notes and quizzes (which enable you to check your understanding of the assigned reading).

**Grading** for this course follows University guidelines and policy. Grades are determined fairly and reflect the “meeting” of course requirements and goals as set down in this syllabus. The grades on papers are based on the completeness and accuracy of the essay. Points to be addressed in a particular paper are outlined in the syllabus or, in the case of the final paper, will be provided later. Each point *must* be addressed in the response. It is expected that papers are direct, responsive, accurate, in good form, and the student’s own work. Specific grading rubrics will be provided as appropriate. Final grades are determined according to syllabus guidelines for both “graded” and “ungraded” assignments. Required but “ungraded” work, e.g., O’Connor reflection papers, Arrupé placement reflection paper, can impact the Final Grade in either a positive or negative manner. Students can “see how they are doing” by keeping track of assignment grades and/or checking with the instructor during office hours from time to time. Remember all of the assignment grades are weighted. A guide to expectations and associated letter and percent grades follows: The student who does outstanding work, who is engaged and participatory and surpasses course expectations, can expect a grade of A (approx. 91 – 100%). The student who does good work, who is attentive in meeting course requirements, who is prepared for class discussions can expect a grade of B (approx. 81 – 90%). The student who meets the basic requirements of the course and does the work as required can expect a grade of C (approx. 70 – 80%). The student who “barely” meets the most basic requirements can expect a grade of D (approx. 60 – 69%). The student who does not meet class expectations as set forth in this syllabus can expect a grade of F (< 60%).

**Academic honesty and integrity:** It is assumed that all work for this course will be done honestly and will be the student’s own work. Acts of academic dishonesty (e.g., plagiarism, cheating, forging signatures, etc.) will *not* be tolerated and will result in immediate and appropriate disciplinary action not limited to flunking the course and possible expulsion from the University. (See “Community Handbook.”) This is a course on ethics.

**Disability accommodation policy:** To request academic accommodations for a disability, students must contact Disability Resources located in The Drahmman Center in Benson, room 214, (408) 554-4441; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

## Reading and Assignment Schedule

Please bring your text to class and be prepared for discussion—you may volunteer responses, comments, and questions but remember you may be called on spontaneously.

Tu Mar 31 Introduction to ethics and the issues of the course

### Foundations of Bioethics

Th Apr 2 Introduction to ethical theory: Utility, pp. 741-750  
Class Discussion: Dr. Cunningham's Dilemma, p. 741

Tu Apr 7 Ethical theory: Kantian deontology, pp. 750-755  
Class Discussion: Dr. Cunningham's Dilemma (cont.)  
**Arrupé placement (or equivalent) due**

Th Apr 9 Ethical theory: *The Right and the Good* (Ross), pp. 755-759  
Class Discussion: Decision Scenario 7, p. 95  
**Final Collaborative Project: Group due (submit in class)**

Tu Apr 14 Ethical theory: Moral principles pp. 769-774, 777-781  
Class Discussion: Cases 1-6, p. 101  
**Final Collaborative Project: Topic due (submit by 5 PM on ANGEL)**

We Apr 15 Co-Curricular: Prusiner

Th Apr 16 Ethical theory: Rights and justice—the example of organ transplants,  
pp. 774-777, 455-469, 475-479  
Class Discussion: Case: *The Prisoner Who Needed a Heart*, pp. 455-456

Tu Apr 21 Ethical theory in context, pp. 101-116  
**Class meets in the lobby of O'Connor Hospital at 8:10 AM**  
**Final Collaborative Project: Annotated working bibliography due (a minimum of 3 primary ethics resources, other than your text, is required) (submit by 5 PM on ANGEL)**  
**Prusiner reflection paper due in ANGEL drop box at 1 AM**

Th Apr 23 Ethical theory: Theories without principles, pp. 782-791  
Class Discussion: O'Connor experience;  
**Pre-discussion reflection paper due in class:** Write a 1-2 page, double-spaced, typed reflection paper on your experience at O'Connor Hospital. What new thing did you learn? What ethics issues did your experience there raise? How ought we to think ethically about these issues?

Tu Apr 28 Ethical theory in the Catholic context—natural law and advanced reproductive technologies, pp. 764-769, 365-383, 409-413; ERDs: "Issues in Care for the Beginning of Life" (link on ANGEL)  
Class Discussion: Decision Scenario 7, pp. 450-451  
**Case analysis due (submit by 1 AM via ANGEL and hard copy in class)**

Th Apr 30 Ethical theory: Cultural challenges, pp. 212-227; *Cancer: A Failure to Communicate* available at <http://www.scu.edu/ethics/practicing/focusareas/medical/culturally-competent-care/muslim-intro.html> and the 4 case reflections  
Class Discussion: "Hold Your Breath" (in class video) and *Cancer: A Failure to Communicate*  
**Final Collaborative Project: Thesis statement due (submit by 5 PM on ANGEL)**  
Co-Curricular: *Iris*

## Topics in Health Care Ethics

- Tu May 5 Ethics in the health professions  
Project work groups  
**Iris reflection paper due in ANGEL drop box at 1 AM**
- Th May 7 HIV/AIDS, pp. 174-200  
Class Discussion: Decision Scenario 1, p. 207; Decision Scenario 7, p. 210  
**Final Collaborative Project: Concept map due (submit by 5 PM on ANGEL or in class)**  
Co-Curricular: Greely
- Tu May 12 Death and dying I: Current medical-ethical context, pp. 675-693  
Class Discussion: Quinlan, Cruzan, and Schiavo  
**Greely reflection paper due in ANGEL drop box at 1 AM**
- Th May 14 Death and dying II: Euthanasia and medically assisted death, pp. 694-703; 725-732  
Class Discussion: Decision Scenario 4, p. 737  
Co-Curricular: Jonsen
- Tu May 19 Ethical challenges for health professionals  
**Class meets at 8:10 in the lobby at O'Connor Hospital, San Jose**  
**Jonsen reflection paper due in ANGEL drop box at 1 AM**
- Th May 21 Ethical theory in the Catholic context—care of the dying, ERDs: "Issues in Care for the Dying" (link on ANGEL)  
**Pre-Discussion Reflection Paper due in class:** Write a 2 page, double-spaced, typed reflection paper on your experience at O'Connor Hospital. What ethics issues, especially concerning illness and death, did our conversation with health care professionals raise? How might these issues be addressed both within health care and within society?

## Critical and Independent Thinking in Health Care Ethics

- Tu May 26 Student presentations (**Please hand instructor a hard copy of your slides; submit by 10 AM, May 25<sup>th</sup> on ANGEL.**)
- Th May 28 Student presentations (**Please hand instructor a hard copy of your slides; submit by 10 AM, May 27<sup>th</sup> on ANGEL.**)
- Tu Jun 2 Student presentations (**Please hand instructor a hard copy of your slides; submit by 10 AM, June 1<sup>st</sup> on ANGEL.**)
- Th Jun 4 The role of experience and independent thinking in ethics  
**Pre-Discussion Reflection Paper due in class:** Write a 2 page, double-spaced, typed ethical reflection on your community learning experience. Reflect on the ethical challenges you encountered and/or the ethical challenges facing your placement site and their clients. Your signed placement sheet or approved alternative) must be stapled to your reflection paper in order to receive credit.
- Tu Jun 9 The final paper is due in ANGEL drop box at 1 AM on June 10<sup>th</sup>. A hard copy due at 10 AM on June 10<sup>th</sup>. Any paper received after 1 AM or hard copy received after 10 AM will be subject to a sliding grade scale of 1 full grade/hour.



**Directions to O'Connor Hospital, 2105 Forest Avenue, San Jose**

From the corner of Franklin and Lafayette, turn L on Lafayette (which becomes Bascom). At Naglee, turn R. It becomes Forest and OCH is on your right in a couple of blocks. Do not park in restricted spaces, e.g., out patient. It is best to park in the back of the hospital and walk around to the main entrance. Leave yourself 20 minutes to get there and park. Parking can be quite tight so please car pool if possible. Be in the hospital lobby no later than **8:10 am**.

