

A. Division: ACADEMIC Date: November 23, 1991

 B. Department: ARTS & HUMANITIES New Course

 Revision of Course Information Form:

Dated: _____

 C. PHILOSOPHY 121 D. MEDICAL ETHICS E. 3
 Subject & Course No. Descriptive Title Semester Credits

F. Calendar Description

What rights do patients and clients have? What obligations do medical practitioners have? When, if ever, is lying to a patient justified? How much should a patient be told? When, if ever, is it justifiable to interfere with a patient's liberty for their own good? How important is confidentiality? How can death best be defined? How important is the autonomy of the elderly and the mentally challenged? When, if ever, is experimentation justified on human subjects? What ethical constraints are there on animal experimentation? When is a health care system just? How should scarce medical resources be rationed? This course will consider many of these questions, and other related issues. The ethical dimensions of topics such as AIDS, refusal of medical treatment, surrogate motherhood, and genetic engineering may also be considered. Students will be briefly introduced to the fundamentals of ethical theory and decision making. The theory will often be applied in the discussion of various answers.

Summary of Revisions:
 (Enter date & Section Revised)
 e.g. 1982-08-25
 Section C, E, F, & R

G. Type of Instruction

 Hours Per Week/
Per Semester

Lecture	<u>2</u> Hrs
Laboratory	<u> </u> Hrs
Seminar	<u>2</u> Hrs
Clinical Experience	<u> </u> Hrs
Field Experience	<u> </u> Hrs
Practicum	<u> </u> Hrs
Shop	<u> </u> Hrs
Studio	<u> </u> Hrs
Student Directed Learning	<u> </u> Hrs
Other (Specify)	<u> </u> Hrs
Total	<u>4</u> Hrs

H. Course Prerequisite:
None

I. Course Corequisite:
None

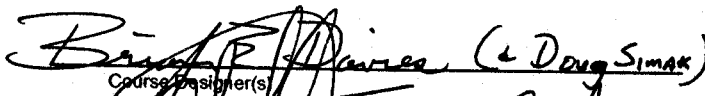
J. Courses for which this course is a Prerequisite
None

K. Maximum Class Size
35

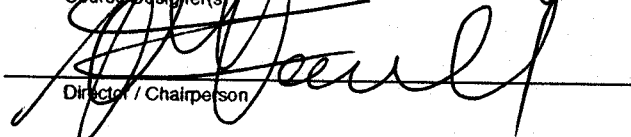
L. College Credit Transfer	<input checked="" type="checkbox"/>
College Credit Non-Transfer	<input type="checkbox"/>
Non-Credit	<input type="checkbox"/>

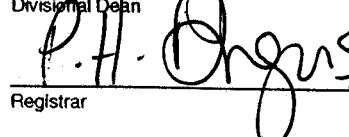
M. Transfer Credit	Requested <input type="checkbox"/>
	Granted <input type="checkbox"/>

(Specify Course Equivalents or Unassigned Credit as Appropriate)
 U.B.C.
 S.F.U.
 U. Vic.
 Other


 Course Designer(s)


 Divisional Dean


 Director / Chairperson


 Registrar

N. Textbooks and Materials to be Purchased by Students (Use Bibliographic Form):

SAMPLE TEXT (A similar text may be used with permission of the discipline)

Mappes, Thomas A. & Jane S. Zembaty (edited by). *Biomedical Ethics*, 3rd. ed., (McGraw-Hill, 1991)

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content;
Q. Method of Instruction; R. Course Evaluation.

O. COURSE OBJECTIVES

General

The main purposes of the course are:

1. to introduce students to the basics of ethical theory;
2. to encourage students to reflect in a critical way about the moral issues which arise in the delivery and practice of medical care; and
3. to enable students to develop more effective methods for making up their minds about moral issues related to the delivery and practice of medical care.

Specific

Students will be able to demonstrate:

1. a systematic understanding of the ethical theories and concepts covered in the course;
2. the ability to apply ethical theory to the resolution of moral issues related to the delivery and practice of medical care;
3. an understanding of the moral controversies covered in the course;
4. the ability to explain the moral reasoning involved in viewpoints directly opposed to one another; and
5. the ability to develop their own reasoning about the moral controversies.

P. COURSE CONTENT

Instruction in this course will cover the following six areas:

1. The nature of ethics-- including the relation between ethics & morality, and morality & law;
A simple introduction to the basic types of ethical theories: such as, consequentialism (e.g. utilitarianism), deontological theories (e.g. Kantian or moral intuitionism); and rights theories. An elucidation of basic ethical concerns and concepts in the health care context, such as autonomy and paternalism, and of relevant principles pertaining to them.
The application of such ethical theory to the resolution of moral issues related to the delivery and practice of medical care.

Continued . . .

(P. Course Content Continued)

2. The ethical dimensions of the relation between medical care practitioners and clients & patients-- including such topics as codes of medical ethics, the ethical nature of the nurse-patient relationship, the physicians' "duty to treat", hospitals and patients' rights, and hospital ethics committees. This may encompass a consideration of such moral topics as autonomy, truth-telling, informed consent, confidentiality, and the resolution of conflicting obligations;
3. Ethical concerns regarding human and animal experimentation, and regarding the status and rights of adults with less than full autonomy. This may encompass a consideration of such topics as informed consent and proxy consent, the status of the concept of mental illness, sterilization, and institutional commitment and release.
4. The ethical dimensions of such life and death issues as suicide, euthanasia, infanticide, and abortion, as they pertain to quality of life, liberty, paternalism, and rights-- including such topics as suicide intervention, the refusal of life sustaining treatment, the moral relevance of the difference between killing and letting die, the definition of death, and treatment of incompetent individuals and of impaired infants. [Although special moral issues pertaining to the problem of abortion may be covered in this course, this problem will not be covered in depth as it is generally a major focal point of another philosophy course (Phil 102).]
5. Ethical issues pertaining to genetics and to human reproduction-- including such topics as reproductive risks, prenatal diagnosis, surrogate motherhood, *In Vitro Fertilization*, and genetic engineering; and
6. Society's obligation to provide adequate health care to individuals, and the just distribution of available health care-- including such topics as equitable access to health care, the rationing of health care, aged-based rationing, exotic medical therapy, organ transplantation, and voluntarily assumed health risks.

All six of these general areas will be covered, but some of #2- 6 may be emphasized more heavily than the others.

Q. METHOD OF INSTRUCTION

A combination of lecture and discussion (possibly including student presentations). Some class sessions may involve formal lectures for the entire time (allowing time for questions), in which case a later class session will allow discussion of the lecture and reading material. Other class sessions may involve a combination of informal lecture and structured discussion.

R. COURSE EVALUATION

Any Combination of the following Totaling 100% (To Be Specified the First Day of Class)

Essays (two to four).....	40- 60%
Tests (two or more)	20- 40%
Instructor's General Evaluation.....	10-20%
(Participation, improvement, quizzes, short assignments, etc.)	_____
	100%