I. **OVERVIEW**

*The following information will appear in the 2017 - 2018 catalog*

**PHILO 400—MEDICAL AND BIOETHICS**  3 UNITS

**54.00 Lecture Hours**

*Limitations on Enrollment:* Enrollment limited to students accepted into the Respiratory Care Baccalaureate Degree Program.

Explores the application of moral reasoning and ethical theories to issues and situations in medical settings. Special focus on the development of self-reflection, critical thinking and the written and verbal communication of well-reasoned, reflective positions. Topics include: the Hippocratic tradition; virtues of healthcare professionals; paternalism vs. autonomy; informed consent and confidentiality; genetic and reproductive ethics; disability; hospice, death and dying, advance directives; impaired and seriously ill infants; medical error; medical futility and technology; quality and sanctity of life; just allocation of resources. This upper division course is a required course and limited to those in the Respiratory Care B.S. program. Completion of English 101 or the equivalent is recommended. Not repeatable. Field trips might be required. Not repeatable. (A-F Only) **Transfer:** (CSU) **General Education:** (CSU-GE: A1, A2, A3, C2, D7 )

II. **LEARNING CONTEXT**

*Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:*

A. **COURSE CONTENT**

1. **Required Content:**

   A. Moral reasoning

      1. Identifying an ethical dilemma including consequences of our actions
      2. Argumentation and argument analysis
      3. Argument evaluation: good and bad arguments
      4. Composing moral arguments
      5. Identifying moral motivations
      6. Competing perspectives on moral character
      7. Competing perspectives on stages of moral reasoning

   B. Ethical theories and frameworks

      1. Moral relativism
      2. Moral absolutism
      3. Moral objectivism
4. Moral pluralism
5. Consequentialism
6. Non-consequentialism
7. Egoism
8. Utilitarianism
9. Deontology
10. Virtue ethics
11. Religious-based ethics
12. Non-Western approaches to ethics

C. The Hippocratic tradition and medical ethics

D. Issues in medical ethics

1. Virtues of healthcare providers: beneficence, compassion, non-maleficence
2. Personhood
3. Paternalism and autonomy
4. Informed consent, truth-telling, and confidentiality
5. Genetic and reproductive ethics
6. Disability
7. Hospice, death and dying
8. Advance directives
9. Impaired and seriously ill infants
10. Medical error
11. Medical futility and technology
12. Quality and sanctity of life
13. Legal issues and the law in healthcare
14. Clinical situations in health provider-client relationship
15. Just allocation of resources

B. ENROLLMENT RESTRICTIONS

1. Limitations on Enrollment

Enrollment limited to students accepted into the Respiratory Care Baccalaureate Degree Program.

C. HOURS AND UNITS
D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following methods:

1. Lecture
2. Instructor-led class and group discussion
3. Instructor-led, in-class guided philosophical reflective inquiry on philosophical issues and/or selections in assigned readings
4. Instructor-mediated formal and informal debates on matters of ethical theory and practice

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   A. Short argument analysis and/or argument evaluation homeworks on assigned readings (weekly or bi-weekly)
   B. Close reading of assigned readings (daily or weekly)
   C. Review class and reading notes (weekly)
   D. Study and prepare for exams (bi-weekly)
   E. Participate in group problem/project assignments (bi-weekly)
   F. Using assigned readings, web, and library resources, research and write at least one major course term paper

2. EVIDENCE OF CRITICAL THINKING
   
   Assignments require the appropriate level of critical thinking

   A. Typical exam questions:
      
      1. Present Aristotle's conception of "eudaemonia" in his definition of the “good life.” Recently California passed physician-assisted suicide legislation. Evaluate this legislation in light of Aristotle’s conception of eudaemonia.
      2. Describe the tensions and differences between paternalism and autonomy. How do these respective positions inform California’s passed physician-assisted suicide legislation?
      3. What is your view regarding Higgs' essay, “On Telling Patients the Truth”? Choose and defend a moral theory (i.e., a non-consequentialist (Kant) or consequentialist (Mill) or teleological) in support of your view.
      4. Explain how deontological and teleological approaches might differ as to whether treatment should be withheld for an infant born with an Apgar score of 0-2 weighing 450 grams (case study 12 discussed in class).
   B. Weekly or Bi-weekly Written Homework Assignments.
1. Paraphrase in your own words paragraph three on page 18 from Kant's "Groundwork on the Metaphysics of Morals" reading. Be sure to capture all of Kant's ideas in that paragraph while restating his ideas in your own words, as you naturally speak. Then respond to his argument in the passage that you have just paraphrased. Do you agree, disagree, or do you need further clarification? Provide at least five distinct reasons for why you agree or disagree. Or explain, in at least two paragraphs, what needs further clarification for you to be able to respond.

2. Summarize, in two paragraphs, the central argument in the reading regarding "the Hippocratic Oath" and the associated virtues. Think of the strongest reason against the essay. What might it be? Respond to this with your own argument.

C. Final Paper

1. Identify your favored ethical theory and/or framework from one of the following: a) Egoism, b) Emotivism, c) Relativism, d) Utilitarianism, e) Deontology, f) Virtue Ethics, or g) a hybrid approach. Provide the best arguments in favor of your theory followed by the strongest arguments against your theory. Choose one of our case examples discussed in class or the readings and provide your ethical evaluation, employing moral reasoning, for your view. In your conclusion tell me whether your view in the case study is consistent with your moral framework and whether your arguments successfully respond to the strongest counter-arguments against your position.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. OBJECTIVES

1. Required Objectives

   Upon satisfactory completion of this course, the student will be able to:

   a. Interpret and evaluate ethical theories and frameworks.

   b. Apply moral reasoning and ethical theories to specific medical issues and case studies.

   c. Write a well-argued paper on a relevant medical or healthcare issue that includes argument analysis of a target argument, evaluation of the argument, and counter-arguments by students to the target argument.

   d. Communicate in oral and written form one's views and plausible reasons for one's view regarding a contemporary medical or healthcare issue.

   e. Critically reflect upon one's own values and assumptions regarding medical and healthcare issues.
IV. METHODS OF EVALUATION (TYPICAL)

A. FORMATIVE EVALUATION
   1. Tests and/or quizzes
   2. In-class written exercises
   3. Class and group participation and contribution
   4. Rough drafts of mid-course or final paper
   5. Written homework or essays
   6. Surveys

B. SUMMATIVE EVALUATION
   1. Midterm exam
   2. Final exam
   3. Mid-course and/or final paper
   4. Group project and/or group presentation