

LEAP 1100 – 004: Health Professions LEAP
Fall Semester 2020
LEAP Seminar in Humanities
“Ethical Issues in Health Care”
MW 9:40 – 10:30

This course will be via interactive video technology. Students must be online through Canvas at that time.

Nora Wood, Ph.D.

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Email: n.wood@leap.utah.edu

Office hours: I will be available for individual zoom conferences on Mondays and Wednesdays from 11:00 to 1:00. Please send me an email via CANVAS and I will send you a zoom invite. In person meetings may take place when the pandemic becomes less severe.

*******This class will be taught via zoom through CANVAS. This means that on Mondays and Wednesdays at 9:40 am, you must log into your CANVAS account, find the zoom meeting invitation that I have sent out and join the zoom meeting.**

*******Before the class begins, please make sure you are familiar with CANVAS and with zoom so that you can be an active participant in the class.**

*******This is a three-credit hour class, but we will not be meeting on Fridays. Instead, that time will be used for completing assigned work.**

*******Each Monday I will post in CANVAS at the top of the course page a video announcement. In that announcement I will explain what we hope to accomplish that week, what assignment or assignments will be due, and what you can specifically do to successfully complete those assignments. ******It is absolutely essential that you watch these very brief announcements. I am quite sure that all of your questions and concerns will be addressed in these announcements.***

LEAP Peer Advisor: Sophia Boehler

Phone: 925-577-3001

Email: Sophia.boehler300@gmail.com

Instructional Librarian: Alfred Mowdood

Phone: 801-585-7125

Email: alfred.mowdood@utah.edu

Important Dates:

Last day to add without a permission code

Friday, Aug. 28

Last day to add, drop, elect CR/NC or audit classes	Friday, Sept. 4
***** <i>Instruction for all classes online asynchronous or IVC synchronous</i>	<i>Sun to Sun Sept. 27 – Oct. 11</i>
Last day to withdraw	Friday, Oct. 16
*****Conclusion of in person instruction	Wednesday, Nov 25
*****All classes resume online	Monday, Nov. 30
Classes end	Thursday, Dec. 3
Final Exams all to be held online	Mon. – Fri., Dec. 7-11

General Education Requirements fulfilled by this course: Humanities Exploration (HF) (one of two required courses). This course also meets the Diversity (DV) requirement.

Prerequisites: none

Credits toward graduation: 3 hours out of 122 needed for graduation

LEAP 1060: *By participating in and completing the assignments for eight of the ten library sessions folded into the regularly scheduled class time for this course (5 sessions fall semester and 5 sessions spring semester) students will be eligible to receive one hour of university credit for LEAP 1060 with a grade of (CR) credit at the end of spring semester. This hour is not automatic and must be purchased.*

Course Description

There is no doubt, this semester will be a unique experience for all of us. The current pandemic has dramatically changed our learning environment and because of this, we need to be very patient with each other. I have taught online classes before but never to a class of incoming freshmen. Some of you may be familiar with CANVAS and Zoom while others have never used these technologies. I promise that by working together and helping each other, we will make this class a memorable learning experience.

This semester we will learn about medical ethics. As horrible as it is, the pandemic is providing us with an excellent opportunity to consider the ethical decisions health care professionals are forced to make as they care for their patients. We will begin by applying various philosophical theories to medical ethics. These will include the theories of Emanuel Kant (Kantian ethics), John Stuart Mill (utilitarianism) and John Rawls (theory of justice.) We will also consider the basics of medical ethics that include: autonomy, beneficence, non-maleficence, fidelity, veracity, paternalism, and informed consent.

All of the above are concepts you will learn about again and again as you pursue a career in any of the health care professions.

***It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include:

The Writing Center <http://writingcenter.utah.edu>

The Writing Program <http://writing-program.utah.edu>

The English Language Institute <http://continue.utah.edu/eli/>

Please let me know if there is any additional support you would like to discuss for this or any other class.

Course Outcomes:

LEAP is a Learning Community and as such our learning community objectives are:

1. Intellectual Connections – Students will improve their capacities for making connections among disciplines, experiences, and perspectives.
2. Reflection/Self-Assessment Connections – Students will develop the ability to self-assess through reflections, introspection and self-authorship.
3. Community Connections – Students will feel a sense of belonging to the campus and the campus community.

This course also addresses the following Essential Learning Outcomes: Critical Thinking, Information Literacy, Teamwork, Oral Communication, Written Communication, and Intercultural Knowledge and Competence.

Our goals for this semester: (Please note – the follow goals will be adjusted to meet the university's and CDC's guidelines during the pandemic.)

The following are the major goals I am confident we will achieve this semester:

1. This class will provide a welcoming and safe environment where you can freely ask any and all questions about your experiences here at the University of Utah.
 - A. The peer advisor and I are here to help you adapt to the University environment, not only academically but also socially. No questions will be considered trivial or unimportant.
 - B. The peer advisor will inform you about numerous campus activities and a myriad of ways to “get involved” on campus.
 - C. Academic advisors from Pre-Professional Advising will visit the class to help you consider various majors and to help you successfully choose and register for classes next spring.
2. This class will help you to become resolute in your determination to earn a Bachelor of Arts or a Bachelor of Science degree.
 - A. Your LEAP community will help you form networks with other LEAP students, LEAP peer advisors and LEAP faculty. These networks will inform you about the advantages of a college degree.
 - B. Your LEAP networks will enable you to enjoy a successful freshman experience. Your successful freshman year will naturally facilitate the continuation of your college experience with the culmination of that experience being a BA or BS degree.
3. This class will offer you a set of academic tools that will help prepare you for other classes at the University. These tools will include:
 - A. Critical thinking skills**
 - a. You will learn the meaning of critical thinking.
 - b. You will learn to read and listen with an open mind when you are evaluating different ideas.
 - c. You will learn about the natural obstacles that we encounter before we engage in critical thinking.
 - d. You will learn how to become a mature critical thinker.
 - e. You will share your critical thinking skills by actively participating in class and group discussions.
 - B. Written communication skills**
 - a. You will learn how to write and revise formal academic essays.
 - b. You will learn how to present your personal opinion in writing, succinctly and effectively.
 - c. You will learn what constitutes intellectual property. This means you will learn how to avoid plagiarism and instead learn how to properly use formal citations.
 - C. Information literacy skills**
 - a. Through your participation in a sequence of library instruction classes, you will learn how to use many of the data bases provided to students through the Marriot Library.
 - b. You will learn how to effectively utilize the main library and its technologies.

- c. You will learn the value of having a LEAP librarian who is willing to provide any research assistance you may need.
- d. As you continue your university studies, these library skills will become priceless.

D. Teamwork skills

- a. You will make new friends through your teamwork.
- a. You will learn how to negotiate tasks within your team.
- b. You will learn how to plan and execute an effective presentation that adds to the learning experience of the entire class.

E. Oral communication skills

- a. Each student will be a part of a team presentation.
- b. You will learn how to make a memorable and strongly supported presentation.
- c. You will learn the importance of supporting materials for an effective presentation.
- d. You will learn the importance of effective delivery techniques.
- e. You will learn the importance of a well-organized presentation.

These goals will be achieved while we study health care delivery systems in America and their impact on marginalized groups. The following **REQUIRED** textbooks will help us during this process.

Pence, Gregory. *Medical Ethics: Accounts of Ground-Breaking Cases*. Ninth Edition. New York: McGraw Hill, 2021. ISBN 978-1-260-80783-7

(This book should be purchased through the publisher for a much cheaper price as an ebook. Go to this link and follow the instructions ---Here is the link to purchase the ebook for students: <https://www.mheducation.com/highered/product/medical-ethics-accounts-ground-breaking-cases-pence/M9781260241044.html#textbookCollapse>

It is very important that you buy the 9th edition!!



Matt McGrath | Learning Technology Representative | Higher Education
McGraw-Hill Education | Utah and Idaho

C: 801-669-1051 | Matthew.McGrath@mheducation.com | [mheducation.com](http://www.mheducation.com)

Need technical assistance? Call [1-800-331-5094](tel:1-800-331-5094)

Visit the Digital Support Center at <http://www.mhhe.com/support>

Awdish, Rana. *In Shock*. New York: Picador. 2017. (This book is available at the University bookstore and through various vendors.)

COURSE REQUIREMENTS

Position Papers 3 x 50	150 points
Getting to know each other quiz	30 points
Open-book online quizzes (6)	340 points
Term Project	
Library assignments (5x10)	50 points
5 annotations of sources (5x10)	50 points
Thesis Statement	20 points
Opinion Piece	75 points
Presentation	50 points
Case Studies written assignments (3)	85 Points
TOTAL POINTS FOR SEMESTER	850 points

No late work will be accepted unless prior approval is given.

GRADING POLICY

There are 850 points possible and grades will be based on the following:

799 - 850	= A
761 - 798	= A-
748 - 760	= B+
701 - 747	= B
676 - 700	= B-
663 - 675	= C+
616 - 662	= C
591 - 615	= C-
578 - 590	= D+
531 - 577	= D
506 - 530	= D-
0 - 505	= F

DESCRIPTION OF ASSIGNMENTS

Getting to know your classmates-- At the beginning of the semester there will be a "getting to know each other quiz." (20 points)

Position Papers --- Three times during the semester you will read about an important health care issue concerning a specific American population. The specific reading to which you will respond has been posted in CANVAS. Each reading will include the pros and cons of this specific issue. For example, the first reading is titled, "Is

There and Ethical Duty to Provide Health Care to Undocumented Immigrants?” Your assignment will be to briefly explain both sides of the issue and then, using the reading and good critical thinking, formulate your own opinion. Your reflection should be two to three pages (double spaced). One full page should consist of your personal opinion. (3 x 50 = 150)

Term Project ---This part of the course consists of several parts. Early in the semester you will be randomly placed in a group of other students. Your group will draw from a hat one of the following topics:

1. Resolved: all children in the United States should be required to receive the measles vaccination.
2. Resolved: federal funding for embryonic stem cell research should be supplied without regulations or restrictions on that research.
3. Resolved: preimplantation genetic diagnosis should be available nationwide without regulation or restriction.
4. Resolved: states should prevent elective abortion of babies with Down syndrome
5. Resolved: pharmacists should be allowed to refuse to dispense medication for religious or moral reasons without any obligation to the patient.
6. Resolved: vaccination for HPV should be mandated for teenage girls and boys.

Library Assignments – Our librarian will visit the class via zoom 4 times and each time the librarian will give you an assignment. (4 x 10 =40 points)
The fifth library visit will be your group’s opportunity to meet with Alfred, probably via zoom, to prepare for your presentation. (10 points)

Thesis Statement – As you begin your research you will compose a thesis statement to help direct you in your research. We will learn how to construct a powerful thesis statement when required to take a position on a topic. More instructions on how to compose a powerful thesis statement will be discussed during class. **(20 points)**

Annotated Bibliography – Each student will submit, in CAMVAS to test for plagiarism, an annotated bibliography consisting of ten sources. Five sources will cover the pro side of the argument and five sources will cover the con side of the argument. Sources **MUST** be scholarly, in MLA format, and be able to pass the CRAP test. The quality of the source will strongly be considered. Complete instructions will be provided. **(50 points)**

Final Letter – Your final letter is a formal argument based on the topic you and your teammates have been assigned. You will use the research you have acquired as a team and any extra research you have done individually to write a letter either to a newspaper or to an elected government official in an attempt to convince

them/him/her of your position. This is **an individual effort. Your individual letter is due the day of your group presentation. (75 points)**

Presentation –Each group will make a presentation to the class of its findings. Regardless of the position you take in your letter, each group is **Required** to present **both** sides of the argument and incorporate the appropriate ethical theories we have discussed. **(50 points)**

Extra Credit—Throughout the semester hopefully, there will be opportunities to earn extra credit. These will include but are not limited to:

An individual meeting with the Pre-Professional Advisor (3 points)

LEAP Scholars talks

3 extra credit points can be earned by attending each event. You can earn a total of 12 extra credit points.

Attendance and Participation – Attendance and participation are an extremely important component of this class. The peer advisor will take roll every class period. If you are ill or have another emergency, please contact the Peer Advisor to let her know.

Plagiarism –Cutting and pasting text from online sources without proper citation is the most common form of plagiarism in college. In this class, such cutting and pasting will result in a failing grade for the assignment. The writing you submit for any assignment must be your work. You may consult other works, preferably from the library rather than the Internet, to inform yourself and spur your thinking, but, if you borrow any language from other works, you **MUST** enclose it in quotation marks and indicate where it came from. We will work on proper MLA citations throughout the semester.

University Policies

- 1. *The Americans with Disabilities Act.*** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.
- 2. *University Safety Statement.*** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus

safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

3. **Addressing Sexual Misconduct.** Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).
4. **Students are required to self-report if they test positive for COVID-19.** To report, please contact:
5. **COVID-19 Central @ The U**
801-213-2874
coronavirus.utah.edu (Links to an external site.)
6. To reduce the spread of COVID-19 on campus, **face coverings are required in all in-person classes for both students and faculty.**
7. Based on CDC guidelines, the University requires everyone to wear face coverings in shared public spaces on campus. **If you repeatedly fail to wear a face covering in class, you may be referred to the Dean of Students for a possible violation of the Student Code.**
8. **Some courses may require attendance due to hands-on coursework.** Please read the syllabus and attendance requirements for the course thoroughly.
9. **Some students may qualify for accommodations & exemptions from these guidelines through the Americans with Disabilities Act (ADA).** Accommodations should be obtained prior to the first day of class.
10. If you believe you meet these criteria, contact:
11. **Center for Disability & Access**
801-581-5020
disability.utah.edu (Links to an external site.)
162 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

*******Please Note** –Given the current pandemic and the various issues that may arise, the following is a general outline of the course. Specific due dates will be provided as the semester progresses.

COURSE OUTLINE

PLEASE NOTE: All reading listed in the syllabus should be done BEFORE “coming” to class.

MODULE ONE – We will spend time getting to know what this class is all about and its requirements. We will also have fun getting to know each other.

MODULE TWO --- CRITICAL THINKING

What are the characteristics of a good critical thinker? How does a good critical thinker, who is also a health care professional, respond when faced with ethical dilemmas?

READ: Beginning reading Chapter One in Pence – “Good and Bad Ethical Reasoning: Moral Theories and Principles”

Assignment: Position Paper One – Is There an Ethical Duty to Provide Health Care to Undocumented Immigrants?

MODULE THREE – BIOMEDICAL ETHICS

What are the most important philosophical theories and ethical principles that a future health care provider must know?

READ: Finish reading and understanding Chapter One in Pence.

Read and understand “Short Definitions of Ethical Principles”

Assignments: Position Paper Two – Should Physicians Be Allowed to Participate in Executions?

Watch the documentary Quiet Heroes and take the quiz on it, the lectures and the readings.

MODULE FOUR: MONEY AND MEDICAL CARE – ETHICAL ISSUES

READ: Chapter 17 “Ethical Issues of the Patient Protection and Affordable Care Act”

“How One Medical Checkup Can Snowball”

“The Cost Conundrum”

Assignment: Watch the documentary Money Driven Medicine and take the quiz on it, the lectures, and the readings.

MODULE FIVE: MEDICAL RESEARCH ON VULNERABLE POPULATIONS

READ: Chapter Nine in Pence “Medical Research on Vulnerable Populations”
“Human Experiments – First Do Harm”

Assignments: Watch the documentary *Deadly Deception* and take the quiz on it, the lectures, and the readings.

Do the written assignment for Module Five

MODULE SIX: ORGAN TRANSPLANTS

READ: Chapter Ten in Pence “Ethical Issues in First-Time Organ Surgeries”

Assignment: Do the written assignment for Module Five

READ: Chapter Eleven- “The God Committee”

Assignment: Position Paper #3- Should There Be a Market for Human Organs?”

MODULE SEVEN: TRANSGENDERED AND INTERSEX PERSONS

READ: Chapter Thirteen in Pence “Ethical Issues in the Treatment of Intersex and Transgender Persons”

Assignment: Watch the documentary *Growing Up Trans* and take the quiz on it, the lectures, and the readings.

MODULE EIGHT: INVOLUNTARY PSYCHIATRIC COMMITMENT

READ: Chapter Fourteen in Pence “Involuntary Psychiatric Commitment and Research on People with Schizophrenia”

Assignments: Watch the documentary *The Lobotomist* and take the quiz

Watch the documentary *The Lynchburg Story* and take the quiz on it, the readings, and the lecture.

Note: This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and communicated in CANVAS.