

## COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>					
a. Submitted by the College of: <u>Health Sciences</u>		Today's Date: <u>6-18-11</u>			
b. Department/Division: <u>Clinical Sciences</u>					
c. Is there a change in "ownership" of the course?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>			
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change definition)					
e. Contact Person Name: <u>Sharon R. Stewart</u>		Email: <u>srstew01@uky.edu</u>		Phone: <u>218-0570</u>	
f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval		OR <input checked="" type="checkbox"/> Specific Term <sup>2</sup> : <u>Fall 2012</u>			
<b>2. Designation and Description of Proposed Course.</b>					
a. Current Prefix and Number: <u>CLM 840</u>		Proposed Prefix & Number: <u>CLM 353</u>			
b. Full Title: <u>ETHICS IN HEALTH PRACTICE</u>		Proposed Title: <u>Ethics in Healthcare</u>			
c. Current Transcript Title (if full title is more than 40 characters): <u>NA</u>					
c. Proposed Transcript Title (if full title is more than 40 characters): <u>no change</u>					
d. Current Cross-listing: <input type="checkbox"/> N/A		OR Currently <sup>3</sup> Cross-listed with (Prefix & Number): <u>AHP 840</u>			
Proposed – <input checked="" type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): <u>HHS 353</u>					
Proposed – <input checked="" type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): <u>AHP 840</u>					
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	<u>30 hrs total; 2 hrs/week</u> Lecture	<input type="checkbox"/> Laboratory <sup>5</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
Proposed:	<u>no change</u> Lecture	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					

**Comment [OSC1]:** Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:  
a. change in number within the same hundred series\*;  
b. editorial change in the course title or description which does not imply change in content or emphasis;  
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;  
e. correction of typographical errors.  
\*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## COURSE CHANGE FORM

Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail	
g. Current number of credit hours: <u>02</u>	Proposed number of credit hours: <u>no change</u>
h. Currently, is this course repeatable for additional credit? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Proposed to be repeatable for additional credit? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
If YES: Maximum number of credit hours: _____	
If YES: Will this course allow multiple registrations during the same semester? YES <input type="checkbox"/> NO <input type="checkbox"/>	
i. Current Course Description for Bulletin:	<u>A study of selected ethical issues that arise in the practice of health professionals. The health professional's obligations to patients, colleagues, employing institutions, and the community will be considered, and relevant case studies will be analyzed.</u>
Proposed Course Description for Bulletin:	<u>The course will include the study of moral reasoning and ethical theories in medical ethics. Ethical issues arising in the practice of health care delivery will be examined. Codes of ethics and the health professional's obligations to patients, colleagues, employing institutions, and the community will be considered, and relevant case studies will be analyzed.</u>
j. Current Prerequisites, if any: <u>NA</u>	
Proposed Prerequisites, if any: <u>NA</u>	
k. Current Distance Learning(DL) Status: <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input checked="" type="checkbox"/> ) that the proposed changes do not affect DL delivery.	
l. Current Supplementary Teaching Component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
Proposed Supplementary Teaching Component: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Proposed to be taught off campus? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
4. Are significant changes in content/teaching objectives of the course being proposed? YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
If YES, explain and offer brief rationale: _____	
5. Course Relationship to Program(s).	
a. Are there other depts and/or pgms that could be affected by the proposed change? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
If YES, identify the depts. and/or pgms: <u>proposed new Human Health Sciences Bachelor's degree program</u>	
b. Will modifying this course result in a new requirement <sup>7</sup> for ANY program? YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>	
If YES <sup>7</sup> , list the program(s) here: <u>This course(HHS 353) is required for students in the proposed new Human Health Sciences Bachelor's degree program</u>	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if <input type="checkbox"/> If changed to 400G- or 500-level course you must send in a syllabus and you must include the	

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## COURSE CHANGE FORM

### Signature Routing Log

**General Information:**

Course Prefix and Number: CLM/HHS 353

Proposal Contact Person Name: Sharon R. Stewart Phone: 218-0570 Email: srstew01@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept of Clinical Sciences (where CLM & HHS courses reside)	7/07/2011	Dr. Karen Skaff / 218-0585 / karenskaff@uky.edu	
College of Health Sciences (where AHP resides)	7/26/2011	Dr. Sharon Stewart / 218-0570 / srstew01@uky.edu	
		/ /	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council	2/28/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council	11/15/11	Heidi Anderson	
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**University of Kentucky  
College of Health Sciences  
Department of Clinical Sciences**

HHS 353: Ethics in Healthcare  
Section TBD  
Course Credits: 02

**MEETING DAYS AND TIMES:** TBD

**COURSE MEETING LOCATION:** TBD

**INSTRUCTOR INFORMATION:**

**Instructor:** TBD  
**Office Phone:** TBD  
**Office Address:** TBD  
**E-Mail:** TBD  
**Preferred method of contact:** TBD  
**Office hours:** TBD

**COURSE DESCRIPTION:** The course will include the study of moral reasoning and ethical theories in medical ethics. Ethical issues arising in the practice of healthcare delivery will be examined. Codes of ethics and the health professional's obligations to patients, colleagues, employing institutions, and the community will be considered, and relevant case studies will be analyzed.

**COURSE GOALS:** The purpose of this course is to provide knowledge and experiences about ethical issues and policies in healthcare so students can make informed decisions about healthcare practices and develop a framework for ethical decision-making. To achieve this purpose, the goals of this course are to:

1. Provide information about historical cases and issues that led to the development of codes of ethics and ethical expectations for health professionals
2. Assist students in understanding the basic components of ethical principles models, and reasoning as they apply to decision-making in healthcare
3. Provide the experiences to develop skills for ethical decision making, including identifying and critically analyzing issues
4. Impart information and engage students in discussions to develop their understanding and appreciation of the interdisciplinary and non-moral factors relevant to healthcare ethics such as technology, legal issues and implications, and the historical, social, psychological and policy aspects of healthcare

**STUDENT LEARNING OUTCOMES:** At the completion of this course, students will:

1. Describe the historical underpinnings for the development of codes of ethics and ethical expectations
2. Identify and discuss important ethical issues and their impact on the delivery of healthcare
3. Develop arguments for an ethical position and recognize when ethical codes have been violated or are in jeopardy of being violated
4. Formulate an individual, consistent framework for ethical decision-making and clarifying their implicit values and theories about moral decisions
5. Identify a method for accessing necessary resources for maintaining current with respect to ethical issues in healthcare and perform a critical analysis of the ethical literature derived from current texts, journals and media
6. Identify and discuss current and emerging factors (e.g., technology, legislation and legal issues) that present challenges to ethical practice

**REQUIRED TEXTS AND MATERIALS:** The following textbooks are required for this course:  
Munson, R. (2007). *Intervention and Reflection: Basic Issues in Medical Ethics*. Wadsworth Publishing.

Pence, G.E. ((2004). *Classical cases in medical ethics: Accounts of cases that have shaped medical ethics, with philosophical, legal, and historical backgrounds.* (4<sup>th</sup> Ed.). Boston: McGraw-Hill

The following textbook is recommended for this course:

Fletcher, John C., and Lombardo, Paul A. et al. (2005). *Introduction to Clinical Ethics* (3<sup>rd</sup>. Ed.) University Publishing Group, Inc. Hagerstown, Maryland 21740. 1- 800-654 8188. ISBN: -55572-050-1 (ICE)

**COURSE CONTENT:** It is incumbent upon us as healthcare professionals to understand ethical issues and become skilled in analyzing them. Twenty-first century medicine and research demand that we be “moral agents” whether we are clinicians, managers or healthcare executives, for the clinical decisions we make and the policies we create will reach far beyond the here and now.

In this course, students will critically examine central ethical issues in the healthcare field. It is essential that anyone entering the healthcare field have a fundamental understanding of the ethical issues involved in the provision and delivery of healthcare. Professional ethics, the doctor-patient relationship and professional responsibilities will be addressed through readings, discussions and assignments. Issues related to the end of life will include futile treatment, euthanasia, life-prolonging technologies, foregoing treatment, and assisted suicide. Topics related to the beginning of life will include abortion, genetic testing/screening, prenatal diagnosis, impaired newborns, maternal-fetal conflicts and reproductive technologies. Also included will be discussions around informed consent, decision-making, confidentiality, truth telling, research and experimentation, distribution of medical resources, and managed care. Discussions are welcomed and encouraged.

**GRADING:**

**Evaluation Components:**

Requirement	Point Value	% of course
Class participation	10	10
Reaction paper	05	5
Case Analysis	25	25
Group Presentation	30	30
Final Exam	30	30
<b>TOTAL</b>	<b>100 points</b>	<b>100%</b>

**Attendance / Participation (10 points):** Since an essential component of this course will be participation and discussion, communication with the instructor and each other is critical. Participation is expected to be active and students are expected to complete assigned readings before class.

**Written Review: *Miss Evers' Boys* (5 points):** After viewing the movie independently, you will write a reaction paper in response to guided questions about the movie. The focus will be on ethical issues raised by the focus of this movie: *The 1932 Tuskegee syphilis experiments.*

**Case Analysis (25 points):** You will complete a case analysis from an assigned case. Cases will cover broad topics dealing with the values in medical ethics, confidentiality, communication, conflicts of interest and codes of professional behavior.

**Group Presentation: (30 points):** Student groups will present a summary of important cases that have shaped medical ethics. Examples include: cases about death and dying, abortion, assisted reproduction, research and experimental treatments. Students will be required to provide an oral presentation and develop a supplemental handout on the topic. Presentations will be interspersed during the course and scheduled during the class when a similar topic is being addressed, whenever possible.

**Final Exam (30 points):** A choice of three essay questions will be given. You are to choose one of the questions and write a 3-5 page answer. You may use any resource you wish to answer the exam question Please cite and give references to your sources. This will be submitted by the time of the scheduled final exam (day/time TBD).  
**Note:** Complete descriptions of the assignments, scoring rubrics and study questions are located on Blackboard.  
**Note:** Your mid-term grade will be available online on (date).

**Grading Scale:**

<u>Points</u>	<u>Percent</u>	<u>Grade</u>
90 – 100	90 – 100	A
80 – 89	80 – 89	B
70 – 79	70 – 79	C
60 – 69	60 – 69	D
< 60	< 60	E

**COURSE POLICIES:**

**Academic accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability resource Center (Room 2, Alumni gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Attendance:** Attendance in this course is mandatory. For each unexcused absence, the final points awarded in the course will be lowered by 3 points (1 %). Tardiness of more than 5 minutes or leaving class early without prior arrangement with the instructor will lower the final average by 1 point for each infraction.

**Excused absences:** Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: serious illness; illness or death of family member; University-related trips; major religious holidays; and other circumstances the instructor may find to be ‘reasonable cause for nonattendance.’”

**Make-up opportunity:** When there is an excused absence, you will be given the opportunity to make-up missed work and/or exams. It is your responsibility to inform the instructor of the absence and make arrangements for making up missed work or exams, preferably in advance, but no later than one week after it.

**Verification of absences:** Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. The University Health Services (UHS) provides a printed statement that specifies that the University Health Services does not give excuses for absences from class due to illness or injury. At the discretion of the instructor, you may be asked to sign a release of information that will give permission for the staff to talk with the instructor to verify that you kept an appointment with University Health Services (especially when there has been multiple or prolonged absences from class). This form is available on the University Health Services Web Page:

<http://www.uky.edu/StudentAffairs/UHS/>.

**Submission of assignments:** Unless PRIOR arrangements are made between the student and instructor, assignments submitted late will be penalized 10% for each day beyond the due date. Assignments submitted electronically are due by 5:00 on the date specified; assignments to be submitted in class are due at the beginning of class.

**Academic integrity, cheating, and plagiarism:** Academic honesty is expected in this course, and any kind of plagiarism or other forms of cheating will not be tolerated. Policies related to cheating and/or plagiarism can be found in the University Senate Rules Section 6.3.0. If it is determined that a student has engaged in cheating, the minimum resulting penalty is a '0' for the assignment, and penalties may be much more severe.

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phrasology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

For more information on what constitutes plagiarism, you should read: "Plagiarism: What is it?" at <http://www.uky.edu/Ombud/Plagiarism.pdf>. The Ombud web site also includes a link to a Prentice Hall Companion Website "Understanding Plagiarism" [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html). The site includes brief quizzes on related topics.

**Classroom behavior, decorum and civility.** In addition to cheating and plagiarism, classroom demeanor is an increasingly significant problem on campus (and nationally). You are expected to respect the dignity of all and to value differences among members of our academic community. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2), but this should be done with respect. Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility does not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

**Professional preparation:** Students are expected to demonstrate professional behavior that is ethical, respectful of the healthcare and other professions, demonstrates sensitivity to individuals, regardless of their gender, religion, race, or ethnicity. For specific information about behavioral expectations, students should refer to guidelines provided by their profession.

**Group work and student collaborations:** Students will be assigned to small groups to prepare and present a summary of an important case that has shaped medical ethics. All students are expected to participate equally and contribute to the project. This means that students must be sensitive to the need for frequent and prompt communication and must be available to meet outside of class time. Students are expected to abide by the principles of behavior, decorum, and civility noted above.

**COURSE SCHEDULE:**

Week	Topic	Text/ Readings	Assignments Due
1	Intro to Ethics in Healthcare. Historical Background	None	
2	Moral Principles, Ethical Theories, & Medical Decisions	I & R pp. 1-45	Case Analysis assignments will be provided and discussed
3	End of life Decisions	I & R 148-175 Pence 29-43	
4	End of life Decisions cont'.	I & R 175-203	
5	Genetics, abortion, pre-natal issues	I & R 47-80 Pence 123-150	Case Analysis assignments due
6	Genetics, abortion, pre-natal issues cont'.	I & R 80-107 Pence 152-183	
7	Infant and pre-natal issues, including cloning	I & R 108-147 Pence 199-214	
8	Infectious Disease & society	I & R 205-258	
9	Physicians, patients, and others	I & R 259-322	
10	Informed Consent	I & R 323-421 Pence 270-299	Written review of the movie, <i>Miss Evers' Boys</i> due
11	Intervention control, genetics, and research	I & R 423-461	
12	Intervention control, genetics, and research cont'.	I & R 461-487	
13	Issues of reproductive control	I & R 489-551	Case/Question Choices for final Exam to be provided
14	Acquiring and allocating scarce medical resources	I & R 551-609	Students to indicate Case choice for final exam
15	Finals Week – Final exam must be completed by beginning of final exam time/date (TBD)		

NOTE: Group presentations will be interspersed based on cases selected and their relevance to the class topics.