

College of Pharmacy and Health Sciences
PX 325 – Ethical Issues in Health Care (3 credit hours)
Syllabus and Objectives – Fall, 2009
Monday – Wednesday – Friday Sections

Instructor: Laurence Kennedy, Ph.D.
Pharmacy Building 203 D
940-9479
lkennedy@butler.edu **include your section number** on all correspondence.
Office Hours: Open door- anytime I am in my office, or by appointment.

Purpose of Class:

This course will provide students with an awareness of current ethics issues in health care, and an appreciation of the gravity of these issues. The associated body of knowledge will be discussed, and students will formally devise their own ethical position.

This required course for pharmacy majors is designed to acquaint students with their own moral constructs, common philosophical theories pertinent to ethics, and appropriate decision making processes for use in resolving ethical dilemmas. Ethical issues faced in the general context of health care and specifically in pharmacy will be discussed. Students will have the opportunity to apply related principles of ethics to current events and ethical cases through a written and oral format.

Required Text:

Veatch and Haddad (2008). *Case Studies in Pharmacy Ethics*, Oxford University Press, 2nd Edition.

Course Objectives:

1. Differentiate and reflect on the differences between ethics, morals, laws or rules and societal norms
 - a. Identify relative duties associated with individual societal roles
 - b. Articulate personal values held, how they are adopted, and effect our everyday lives
 - c. Distinguish between legal and ethical responsibilities and associated behaviors
2. Define and apply the following principles to personal and pharmacy practice situations: autonomy, beneficence, nonmaleficence, veracity, fidelity, justice, accountability, and community
 - a. Identify verbally and in writing the conflicting principles involved in ethical problem within a given written case study and determine their hierarchy
 - b. Identify ethical principles discussed/covered in the general media (newspapers, magazines, web, etc)
 - c. Analyze the role of Oaths, policy and procedures and other operation impacts on pharmaceutical care
3. Differentiate and apply the theories of teleology and deontology to cases and current events
 - a. Apply solutions to written cases utilizing the two theories
 - b. Verbally discuss stories from current events which apply the theories reviewed
4. Utilize the decision making process discussed in class to develop resolutions to cases and simulations presented
 - a. Identify if an ethical dilemma exists in a given case or simulation
 - b. Demonstrate verbally and in writing the ethical decision making process as a team in solving health care and current events cases
 - c. After developing a resolution to a case or simulation, anticipate arguments against the solution and offer a suitable verbal rebuttal

- Evaluate how principles, concepts and theories discussed in class will guide your ethical behavior as students, future health care providers, and citizens

Pharmacy Program Student Learning Outcomes Addressed In This Course:

- Understand, analyze, synthesize and evaluate information to make informed, rational and ethical decisions.
- Communicate effectively with various audiences, including persons or groups with diverse backgrounds and perspectives, using data, media and technologies.
- Demonstrate the ability to practice independent learning, to assess the learning experience and to modify ideas and behaviors based on newly acquired knowledge.
- Collaborate and coordinate with other healthcare professionals to ensure that patient care is continuous and reliable.
- Articulate the influence of values on ideas and actions and demonstrate ethical conduct in personal and professional settings.
- Respect and exhibit empathy regarding patients' differences, values, preferences and expressed needs.

Grading:

Student assessment will be based upon participation, preparedness, examinations, writing assignments and oral assignments. There will be both individual and group work assessments. All students must participate in the following assignments.

<u>Assessment</u>	<u>Points</u>
Exam 1	100
Exam 2	100
Verbal Final Exam	100
Written Final Exam	25
Journal	195
Group Case presentation	100
Group Case written analysis	30
Professional points	50
Total	700

Grading Points

- A = 651-700**
- A- = 630-650**
- B+ = 609-629**
- B = 581-608**
- B- = 560-580**
- C+ = 539-559**
- C = 511-538**
- C- = 490-510**
- F <490**

FREQUENT ASKED QUESTION

1. What is covered on the first 2 exams and what is the format?

Exam 1 (100 points) – multiple choice, true/false, and matching.

- a. comprehension of terms, theories, and principles
- b. identification of principles associated with resolution of a written case
- c. recognize and apply in order the components of the decision making model

Exam 2 (100 points) – essay (to be done independently)

- a. case analysis to outline principles reviewed
- b. demonstration of the decision making model for case resolution
- c. formulation of alternative solutions to case
- d. demonstration of written communication skills
- e. “take home” format – one weeks for completion

Although this is a take home format, Exam 2 is to be completed independently and not as a group assignment.

2. What will the final exam be like?

Final Examination (125 points total) – verbal (100 points) and written analysis (25 points) of one case given in advance

This is an oral examination where the student will present an ethical case and its solution to a pair of faculty evaluators. Students will be given 10 minute slots to complete their discussion.

a. Prior to Exam Day

Each student will be provided their individual case 2 weeks prior to the first scheduled final presentation. Students are to work independently to prepare the case analysis.

An in-class raffle will be used to select specific time slots for the oral final exam. Time slots will be available during the last week of regular class sessions and during the scheduled final exam time. The location for your final exam presentation will also be provided at this time.

To assist you in preparation for the final you will receive a copy of the evaluation criteria that will be used for assessment.

b. Exam Day

Students must arrive at least 5 minutes early and wait outside the assigned classroom on the day of their scheduled time slots. Two faculty evaluators will be located in the room and will evaluate each oral case. Each student’s oral exam will last 10 minutes. If you are late, points will be deducted or you may receive no credit if time does not permit for your presentation.

Students will enter the room and provide both faculty evaluators a copy of the grading sheet with their name and case number already completed. Students will also provide two copies of the case analysis which includes the decision making model steps and specific research information utilized.

Students may prepare notes and bring them into the presentation as reference. Time wasted locating information or reading directly from the sheets will cause the student to lose points.

Each student’s oral exam time will last 10 minutes. The student will have 7 minutes to present the decision making process and optimal resolution. Please allow time for questions of up to 3 minutes. One faculty member will track the student’s time. If your presentation is too long, you will be stopped at 10 minutes. Please practice your presentation to permit time for questions. When the student presentation is complete or

time has expired, the student will be dismissed. Due to time constraints, the student will not receive any immediate feedback. Final exam grades will be posted on Blackboard following completion of the last assigned presentation for each section. Students may pick up their evaluations after grades are posted.

Remember that this is a presentation and dress is expected to be professional.

3. What is the Ethics Journal and what is included?

This is a portfolio of selected, specified items of work you do over the semester. You should put all the specified work for this journal in a 2-pocket folder to be turned in. This folder must be separate from your notes and other class papers.

Ethics Journal (195 points) – All components are to be word processed and kept together in one folder. Each student will supply a paper or plastic 2 pocket folder (no ring binders) as the journal. The instructor will supply a label to go on the outside of the folder in the top right corner. You will build the journal and add more assignments to it at each submission date. The journal builds over the semester and each time a new assignment is submitted, all previous assignments will be included. See Topic Outline for submission deadlines. Please keep all graded and new assignments together but do not include lecture notes or handouts from class. All assignments are to be completed individually unless otherwise noted as group. The journal will contain the following assignments:

a. Personal Values (Morals) Statement – (30 points)

Each student will submit a **2-3 page** paper discussing their top 3 values which they hold to be most important in life. For each value, students will state how the value was developed and/or who had influence in its formation, how their behavior exemplifies this value in everyday life, and how each particular value has been challenged. Do not go beyond the 3 page maximum.

While most of us value our family, the family itself is not considered a “value”. What about family life makes it a value – commitment to others, trust, etc. Those are the values. Do not confuse yourself with things you value (abilities, possessions, etc). If a coach or the experience of team membership instilled values or morals in your life, describe the value instilled (partnership, commitment to others, dependability) rather than specifying athletics as your value. For full credit, you must demonstrate reflection – what are your top 3 values and how did each become so important to you? Describe incidents where each value was challenged or tested.

Credit awarded will be a result of the depth for reflection the student demonstrates for this assignment as well as quality of written communication skills. This assignment will require a significant amount of thought and personal reflection on the part of the student.

Please refer to the “Writing Requirements” section of the syllabus for format instructions. Also, utilize the Writers Studio for help with written communication skills if your written communications tend to be poor.

b. Short Write - (20 Points)

Personal reflection is key to studying and applying ethical principles. Once you are able to be introspective, determining your thoughts on a particular issue, you often have to communicate and support your ethical decision to others. Therefore the skills of introspection and communication are crucial to your success in this ethics course. The purpose of this exercise is to practice those skills. You will be asked to reflect on material presented in class including videos, current event presentations, etc.

c. Current Events - Three (3) will receive a grade (75 points or 25 points each)

For each current event you are to write a 1-2 page analysis and include a copy of the article or transcript. Note, failing to turn in the article or transcript will result in a loss of points. Each 1-2 page analysis should include and address the following:

- i. Briefly summarize the article information (one short paragraph/4-5 lines – “what is this about?”)
- ii. Use the decision making model steps to summarize the story and its outcome. List each step and then state the article specifics.
- iii. Which theory (teleology or deontology) is predominately reflected in this article? Explain why you picked the theory you did.

Current event papers will have points deducted for going over the 2 page limit even by a small amount. Papers do NOT need to be narrative in format. Use bullet points or listing to address all four areas above.

All students will turn in a current event article as specified on the calendar. The instructor will randomly select students to present their articles during each Current Event class period. Students will summarize the article, discuss the decision making model and then take questions from the class. **Once an article topic is covered in class, no future journal submissions or class presentations may contain the same article unless new and updated information has been covered.** These mini presentations are practice for the group assignment and final exam so prepare. Each current event presentation should last no more than 4-5 minutes. Students who repeat articles presented in a previous class will receive a score of 0 for the assignment. The determination of repetition is at the discretion of the section instructor. Any question about a particular article should be approved by the instructor prior to the due date.

Current events are to be completed individually. This includes selection of the article.

During Current Event Days, all non presenting students will be asked to listen attentively AND prepare questions or challenges to the presentation. This will go toward professionalism points.

d. Gut Case - 70 points total

Some students may wonder why they need to study ethics. This exercise will give the student an opportunity to consider a case early in the semester and then revisit the case at the end of the semester to see how ethical skills can be developed and refined. The first response is worth 20 points, the decision making model worth 25, and the final reflection worth 25.

4. What is the Group Case Presentation?

Group Case - (130 points total) 100 points for presentation, 30 points for written decision making model

A. Prior to Presentation Day

Each group will be provided their case one week prior to the first presentation day. Students should work as a group to review elements of the case. A copy of the grading criteria will be provided at the time the case is made available. Each member of the team should contribute to this case – presentation, researching information not available within the case, putting together presentation materials, etc. All group members should document their individual contributions to the assignment as well as each group member’s contributions.

b. Presentation Day

Each group will have 15-20 minutes to present their decision making process and optimal resolution, establish in class discussion and answer questions. The faculty member or student designee will track the group's time. When the group presentation is complete or time has expired, the group will be dismissed. There is not a penalty for finishing early but you must have completed the assignment in the time you use. For those presenting the case within the group, please dress professionally. Audio visual equipment may not be used but handouts are optional.

Each group will submit one copy of the case analysis, which includes the decision making model steps and specific research information found as support. This one copy of the case analysis will include all group members' names.

Each student within the group presenting will submit, using bullet point outline format, a 1-2 page paper outlining his and others contributions to the project. The student will first outline his/her contributions and then specify all other members' contributions. This is where those who contributed more to the group will earn higher points. If everyone's contribution is equal, which is the goal, all will be rewarded. Equal does not mean identical – some group members may be stronger at research, others with presentation skills, and others with writing. What we want to see is all group members participating and contributing to the project.

The presentation will be based on 100 points. ALL students within the group will receive the same presentation scores. The assessment of individual contributions toward the group project will count toward professional points. Class members will contribute feedback by assessing all other presentations and their comments will be included on the overall assessment form.

The group case has the benefit of serving as a practice for the final examination.

5. What are Professionalism points and why do we have to have them?

Professionalism - (50 points)

Since professionalism is expected, each student will begin the course with the full allotment of participation points. Should students fail to act professionally; points will be deducted from grades. Identified below are common ways that students might lose points; however, each instructor reserves the right to deduct additional points for any unprofessional behavior.

a. Attendance

Each student's attendance at all class periods is expected. Students are expected to be in their seats ready for class and not studying other material when class starts. Five points will be deducted from your participation grade for each unexcused absence of a 50 minute class. For night classes 15 points will be deducted for each unexcused absence. Class will start on time – late arrivals will count as absences.

b. Discussion

This is a discussion class. However, discussion tends to falter when no one is prepared. Please read the material, think critically about it, and record some potential questions and comments. In order to provide the proper incentives, a portion of your grade will be based on your in-class contributions. This score will not be a reflection of *how many* times you speak in class. Rather, it will be a reflection of *how well* you propel the group discussion. Value added comments should:

- build on the comments that have gone before
- challenge the thinking of others

- reinforce the thinking of others with examples
- provide incite by drawing from current events
- draw on philosophies and skills developed in other classes

Those who contribute to the discussion during Current Event and others group presentations will be adding to this area.

c. Support the Classroom Environment

It is our hope that we can offer each other a “risk less” environment in which we can test our ideas, enhance our presentation skills, and improve our decision-making effectiveness. Professionalism means acting respectfully – each student is to demonstrate this by being prepared to contribute comments in a meaningful manner and to be civil in comments made to others. It’s fine to disagree but do so in a professional manner. This type of unprofessional behavior will result in a loss of 5 points for the first occurrence and 10 points thereafter. Distractions such as cell phones, beepers and sleeping in class will not be tolerated. This is to be a respectful environment, as well as one which promotes vigorous discussion.

Respect is also demonstrated through attentiveness and limited distractions. Sleeping in class, side conversations, and cell phone/beepers are not acceptable during class.

d. Group Work

Failure to do your share of group work will result in 10-30 point deduction depending on whether the lack of participation was during an in-class activity or the group final case. We will frequently discuss cases in small groups. All within the group are expected to contribute during these sessions. There will be practice current events conducted individually, between pairs and within groups before students begin submitting their journal entries. ALL students need to be prepared for these activities and contribute.

6. Ethics grading seems subjective, what are you looking for?

Students often worry that they have to find the perfect answer or try to figure out exactly what is the “right” answer for ethics class. Or they feel that because they received a poor grade that the instructor is judging their personal opinions. While it may be difficult to understand how ethics is graded when you are new to its study - it actually isn’t as subjective as it seems. Primarily how you justify your arguments, the clarity and precision to which you communicate, your ethical reasoning ability, the thought process used to get to a solution and your understanding of the case are key to receiving a high score. While there may be wrong answers, there may be more than one available solution to a given case. Your instructor can help you with this and you are strongly encouraged to meet with your course instructor if you don’t feel your grades are reflective of your knowledge. It is also encouraged that you visit the writing and speech labs on campus to receive support. The instructor will not try to guess what you are thinking; he/she has to grade the product you produce.

7. I have a strong religious background, why do I have to take ethics? Or are we going to talk about religion in class, I am not especially religious?

We will discuss this more in class. Ethical decision is much different than religious based decision making and being able to make strong ethical decisions does not directly correlate with a religious background. Both Drs. Kennedy and Richey have taken a year long seminar at the Center for Faith and Vocation and have resources to reflect from different perspectives religious, spiritual and otherwise. Students are encouraged to share individual thoughts in this safe environment to allow for discussion and continued personal growth. All personal perspectives are welcome. Specific religions will only be discussed as they relate to patient care and understanding the perspectives of your patients.

Required paper format:

Megan Jones
PX 325 03
M, W & F 10-10:50
8 October 2007

Personal Values (Morals) Reflection Paper

Your paper must be in a folder (-5 points if folder is missing) and stapled (-5 points if staple is missing). Papers will not be accepted late unless there is a reasonable excuse. (Print your paper ahead of time – a defective printer is not an acceptable excuse). Points will be deducted from the journal/paper grade if these requirements are not met.

Please utilize the writer's studio for help with written communication skills. In my experience, the poorer your skills the more dramatic the change they will bring about in your writing abilities

Relativism

*What is right is right,
even when no one is doing it.*

*What is wrong is wrong,
even when everyone is doing it.*

Unknown

Absolutism

*What is right is right,
even when no one else is looking.*

*What is wrong is wrong,
even when no one else is looking.*

Unknown

COPHS ACADEMIC POLICIES AND PROCEDURES

Syllabus and Schedule Changes:

Changes may be made in the course requirements when the faculty member decides it is in the best interests of the student participants. All effort will be made to allow students to provide input on the change.

Absences:

Note: This course has additional attendance requirements on page 6 of the syllabus. You are to notify your instructor of any absence from a scheduled class session. Voicemail, email, and handwritten messages are all acceptable means of notice. Failure to notify the facilitator or coordinator before the start of class will be considered an unexcused absence. As with other courses in the college, an excused absence is for personal illness verified by a physician or death in the immediate family. If you are missing class due to illness you should seek medical attention and be prepared to document this to the instructor. If you do not feel poorly enough to seek medical attention or are able to attend other classes that same day, you should plan to attend class or contact your professor in advance to discuss your concerns. Unexcused absences and/or multiple absences reflect poorly on an employee (participant), and could be reason for dismissal from a job.

You are responsible for knowing about any material covered and assignments made during a missed class. It is your responsibility to speak to the instructor about what may have been missed. In the event of an excused absence, the instructor may accept makeup course work. However, the work may be graded at half the original point value. In the case of an unexcused absence, no makeup work will be considered.

Accommodations for Disabilities:

It is the policy and practice of Butler University to make reasonable accommodations for students with properly documented disabilities. Written notification from Student Disability Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with the instructors, and allow two weeks notice. Otherwise, it is not guaranteed that the accommodation can be received on a timely basis. If you have questions about Student Disability Services, you may wish to contact Michele Atterson, JH136, extension 9308. Disabilities must be documented by the Student Disability Services office in order for individual course accommodations to be made.

Academic Integrity:

Academic dishonesty in all its manifestations is unacceptable behavior and is inconsistent with the professional integrity necessary to be a health care practitioner. Students must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Behaviors which constitute academic dishonesty are clearly described in the Professional Conduct Code of the College which is contained in the COPHS Student Handbook. Students in COPHS courses are expected to read and to abide by this policy. The procedures outlined in this policy will be followed should any breach of academic integrity occur in this course.

Plagiarism:

Plagiarism is one specific example of academic dishonesty that is often misunderstood by students. Definitions and examples of what constitutes plagiarism are outlined in the "Documentation" section of A Pocket Style Manual by Diana Hacker. (Hacker D. A Pocket Style Manual. Boston: Bedford Books of St. Martin's Press; various editions.) All instances of plagiarism occurring in this course will be dealt with as outlined in the COPHS Professional Conduct Code. Duplication of other students work or working with other students on an individual assignment will be considered plagiarism/academic dishonesty. All assignments in this course are individual unless noted by the word 'group' or by additional guidance from the instructor.

Computer Policy:

All COPHS students must adhere to the computer use policies outlined under "Computer Procedures and Guidelines" in the "University Computing" section of the Butler University Student Handbook. Students in this course are expected to read and to abide by these policies.

Incivility:

COPHS will not tolerate incivility by any member of the College community. Examples of incivility include rude, sarcastic, obscene, disruptive or disrespectful behavior, threats, or damage to property. Students exhibiting uncivil behavior will be reported to the Associate Dean for Academic Affairs for possibly disciplinary action.

Use of Electronic Devices:

In order to respect the learning environment of fellow classmates, students should turn off pagers and cellular telephones while in class or laboratory. Should a student need to be reached in an emergency, the student should direct the person needing to contact him or her to telephone the College office (317-940-9323). In cases of emergency, the College staff will make every effort to locate a student who is in the Pharmacy Building and to transmit requested emergency information. Continued disregard of this policy by a student may result in that student being asked to leave a class or laboratory session by the class instructor. Students who need to keep their pagers and cell phones available for evening classes when the offices are closed should make special arrangements at the beginning of class with the instructor. The instructor may choose to restrict use of laptops during class.

Religious Holiday Policy

The College of Pharmacy and Health Sciences faculty and staff respect the right of all students to observe religious holidays and will make reasonable accommodations for the observance of such holidays. Students who are unable to attend classes or to participate in an examination or other form of assessment because of a conflict with the observance of a religious holiday will be given the opportunity to make up the work that was missed. Students must inform instructors of course conflicts resulting from religious observances by the end of the second week of the semester so that accommodations can be arranged. Requests must be in writing and the student should include a proposed alternative due date, examination date or make-up schedule. The faculty member will review the student request, and if the student's proposed accommodation is acceptable will notify the student of its acceptance. No adverse or prejudicial effects will result to students because they have made use of these accommodations. For additional information, students should consult the COPHS Student Handbook for the complete policy on accommodations for observance of religious holidays.

Blackboard Courses:

This course utilizes the Internet-based Blackboard software to support course activities, communication and the participants' learning. The course coordinator posts the syllabus and other course documents for each section; the section facilitator helps to maintain the site. **You are expected to routinely access and read your Butler e-mail and Blackboard information.**

Writing Requirements:

In the healthcare professions, accuracy and clarity are important. Write legibly! Each section facilitator will provide feedback on potential problems as they arise.

Standard format when typed work is required.

- a. Word processed, using Microsoft Word compatible software
- b. Student's name and date on front page and name on all pages
- c. Font size – 12-14 point (per instructors' guidance)
- d. Double space the text
- e. Length – refer to the specific assignment requirements for details

Individual faculty may specify a different format – follow directions give by your faculty member.

Email Messages:

When emailing your section facilitator or course coordinator, be sure to indicate the course code and your section number on the subject line. Also indicate the corresponding assignment, if applicable. This facilitates the handling of email messages by all the parties involved. Email is another form of communication and respectful wording is expected from and to all students and faculty. Do not utilize text message language when emailing your instructor or course coordinator.

If you prefer to receive your Butler e-mail at a different site (e.g. Hotmail), you must change your delivery options

by forwarding your email. The Computer Center Help Desk (x-4357) can assist if you have any questions about how to accomplish this.

Professional Responsibility:

As student pharmacists or student physician assistants, all enrollees in COPHS professional courses are expected to adhere to professional decorum in all activities related to this course and the COPHS programs. As professionals, students are responsible for their own attendance, preparedness, handling of common COPHS resources and equipment, participation, and ultimately their performance in this course.

Dress and Appearance:

College of Pharmacy and Health Sciences students must be aware of the professional demeanor befitting a pharmacist or physician assistant in the practice of their profession. Students in the College of Pharmacy and Health Sciences are expected to present themselves in a manner befitting them and the profession they represent at all times while attending class on the Butler University campus or when attending required educational functions off campus. Clothing must be clean, not ripped or torn, and devoid of offensive advertising or slogans. No alcohol or tobacco product names may be displayed on any apparel item such as clothing, ball caps or backpacks. Students must always be clean and well groomed. Shoes or sandals must be worn at all times. Hats or caps must be removed during class. Inappropriate wearing apparel includes dirty and/or torn jeans or other clothing, crop tops, muscle shirts, tight clothing, pajamas, offensive language and/or pictures on clothing, or clothing that exposes the midriff.

Ethical Issues in Health Care
MWF Sections
Topic Outline – Fall 2009

Wednesday, August 26

Syllabus, grading, book, class names

Homework: Read Syllabus

Friday, August 28

Differences in Ethics, Laws, Morals, Values (Class Activity/Discussion)

Homework: Read Syllabus, start Personal Values Entry in Journal

Monday, August 31

In class Activity, Responding with your gut

Collect: Syllabus confirmation, in class activity

Homework: Read book introduction. For Wednesday September 9, complete personal values entry for Journal (See Syllabus)

Wednesday, September 2

Announcement: No class meeting Friday September 4th.

Ethics Introduction I

Homework: Complete Personal Values entry for Journal (See Syllabus)

For Next Class: chapters 1 and 2

Friday, September 4 - Professional Meeting - No Class

Monday, September 7 – Labor Day – No Class

Wednesday, September 9

Ethics Principles and Terminology (Book Chapters 1 and 2)

Collect: Journal with Personal Values entry and syllabus confirmation

Friday, September 11

Ethics Introduction II

Monday, September 14

Decision making model for cases/Apply to gut case

Homework: Read Chapter 3 for Monday, September 21st Gut case DMM 1 finish

Wednesday, September 16

Oaths, policies and organizational considerations (Chapter 3 and Book Appendix)

Homework: Read Chapter 4, For Monday September 21st Gut case DMM 1 finish

Friday, September 18

Benefiting the Patient and Others (Book Chapter 4)

Homework: Gut case DMM 1 finish

Monday, September 21

Ethics in America Video

Collect: Gut Case DMM1

Homework: Read Chapter 5

Wednesday, September 23

Justice: The Allocation of Health Resources (Chapter 5)

Homework: read Chapter 6

Friday, September 25

Autonomy (Chapter 6)

Homework: Read Chapter 7

Monday, September 28

Veracity (Chapter 7)

Homework: Read Chapter 8

Wednesday, September 30

Fidelity: Promise-Keeping and Confidentiality (Chapter 8)

Homework: prepare for exam review/study for exam

Friday, October 2

Exam Review

For next class: Study for exam 1

Monday, October 5

Exam 1

Collect: Exam 1

Wednesday, October 7

Group Case Distribution and Procedures/Group time

Homework: Prepare group case presentation

Friday, October 9

Ethics Bowl

Homework: Prepare group case presentation

Monday, October 12

Group Case Presentations Day 1

Collect: Group case materials

Wednesday, October 14

Group Case Presentations Day 2

Collect: Group case materials

Friday, October 16 – Fall Break

No Class

Homework: Finish Current Event 1 at home

Monday, October 19

Group Case Presentations Day 3

Collect: Group case materials

Wednesday, October 21

Review Current Event 1

Collect: Current event 1

For next class: reach chapters 14 and 15

Friday, October 23

Experimentation of Human Subjects (Chapters 14 and 15)

Homework: Read Chapters 14 and 15

Monday, October 26

Experimentation of Human Subjects (Chapters 14 and 15)

Wednesday, October 28

Indiana Board of Pharmacy (Richey)

Homework: Read Chapter 10

Friday, October 30

Conscious Clauses (Kennedy – Chapter 10)

Homework: Read Chapter 9

Monday, November 2

Ethics in America II – Withdrawal of Care video

Homework: Prepare for exam, ask instructor questions

Wednesday, November 4

Distribute Exam II

Miss Evers Boys

Homework: Finish exam

Friday, November 6

Miss Evers Boys Continued

Homework: Finish exam

Monday, November 9

Miss Evers Boys Continued

Homework: Finish exam

Wednesday, November 11

Avoidance of Killing (Chapter 9)

Collect: Exam II

Homework: Read Chapter 13

Friday, November 13

Drug Distribution and Formulary Ethics (Richey-Chapter 13)

Monday, November 16

Final Exam Raffle and Case Distribution

For Next Class: Current event 2 and work on final exam

Wednesday, November 18

Current Event 2 Presentations

Collect: Current Event 2

Friday, November 20

Current Event 2 Presentations

Collect: Current Event 2

Homework: Research and Presentation Prep for Final Exam, prepare current event 3

November 21 -29 Thanksgiving Break

Homework: Have Fun, be careful.

Monday, November 30

Follow-Up on Gut case

Collect: In-class Reflection

Homework: Prepare current event 3

Wednesday, December 2

Current Event 3 Presentations

Collect: Current Event 3

Friday, December 4

Current Event 3 Presentations

Collect: Current Event 3

Monday - Friday, December 7 - 11

Final Exam Individual Cases

Final Exam Week Individual Cases continued

SCHEDULE SECTION 02 2009 8-5-09