

PHIL-300: MEDICAL ETHICS AND PATIENT ADVOCACY

Effective Term

Fall 2026

CC Approval

12/06/2024

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

06/02/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Subject Code

PHIL - Philosophy

Course Number

300

Department

Philosophy

Division

Arts and Humanities (ARAH)

Full Course Title

Medical Ethics and Patient Advocacy

Short Title

Med Ethics & Patient Advocacy

CB03 TOP Code

1509.00 - Philosophy

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

This course will provide Respiratory Care BS Program students with a relevant upper-division elective in Philosophy.

SECTION B - Course Description

Catalog Course Description

Exploration of core topics in the study of medical ethics and patient advocacy. Diverse perspectives on medical ethics and patient advocacy are examined through a philosophical approach. Students will develop an understanding of medical ethics and patient advocacy in the areas of health and medical care.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade Only

Allow Audit

Yes

Requisites**Limitation on Enrollment**

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

This is a program that has a requirement that a cohort of students complete upper division GE courses.

SECTION D - Course Standards**Is this course variable unit?**

No

Units

3.00000

Lecture Hours

54

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval**Is this course offered through Distance Education?**

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent

SECTION E - Course Content**Student Learning Outcomes****Upon satisfactory completion of the course, students will be able to:**

- Analyze, compare, and evaluate a variety of moral theories (such as Utilitarianism, Kantianism, Natural Law, or Human Rights theory) relevant to problems in medical ethics.
- Apply theories in normative ethics to specific problems or controversies in medical ethics, e.g., experimentation, informed consent, allocation of resources, use of technologies, abortion, medically assisted dying, etc.

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- Interpret primary and/or secondary sources in moral theory (e.g., Utilitarianism, Kantianism, etc.) as a philosophical background to medical ethics.
- Compare and contrast a variety of theoretical approaches to moral reasoning concerning issues in medical ethics.

3. Explore a variety of moral concerns that arise in medical contexts (e.g., allocation of medical resources, uses of medical technology, responsibilities of medical professionals, etc.) by reading academic articles on these topics.
4. Apply theoretical approaches to a variety of specific contemporary problems in medical and bio-ethics (e.g., euthanasia, abortion, genetic screening, medical experimentation, etc.).
5. Investigate prominent Case Studies in the area of medical ethics, e.g., Roe v. Wade (1973), Oregon's Death With Dignity Act (1994), Molly and Adam Nash (2000), Terri Schiavo (2005), etc.
6. Identify the relevant factual information and ethical dimensions of various problems and controversies in medical ethics.
7. Examine controversial issues in medical ethics in a manner that is charitable and fair to those having different or opposing perspectives.
8. Evaluate an argument in medical ethics using rigorous methods of critical thinking.
9. Think critically about issues in medical ethics and support a particular position with evidence and reasons.
10. Apply philosophical ideas, theories, and methods to defend a position on a topic in medical ethics with a clear and well-developed argument.

Course Content

1. Moral theory, principles, and reasoning in medical ethics
 - a. Applied ethics in the context of medicine
 - b. Moral theories
 - i. Deontological
 - ii. Consequentialist
 - iii. Aretetic
 - c. Assessment and use of moral principles in medical ethics
 - i. Autonomy
 - ii. Beneficence
 - iii. Utility
 - iv. Justice
 - d. Critical thinking: formulating and evaluating arguments
 - i. Basic logic of arguments
 - ii. Patterns of moral arguments
 - iii. Fallacies in moral reasoning
2. Patients, providers, and medical professionals
 - a. Paternalism and patient autonomy
 - i. Autonomy and medical interventions
 - ii. Refusal of treatment
 - b. Privacy, confidentiality, and consent
 - c. Medical research and clinical trials
 - d. Human and animal test subjects
 - e. Case studies (e.g., Tuskegee, 1932)
3. Issues of life and death
 - a. Persons and moral rights
 - i. Personhood and moral status
 - ii. The concept of a moral right
 - iii. Conflicting rights
 - b. Early and late-term abortion
 - i. Moral status of developing embryos
 - ii. Abortion for sex selection
 - iii. Abortion and infanticide
 - iv. Abortion to protect health of woman
 - c. Euthanasia and medically assisted dying
 - i. Death and dignity
 - ii. Personal choice and public policy
 - iii. Voluntary active euthanasia
 - d. Organ donation and retrieval
 - e. Case studies (e.g., Terri Schiavo, 2005)
4. Medical technology and resources

- a. Allocation of resources
 - i. Ethics of rationing
 - ii. Obtaining adequate health care
 - iii. Allocation of scarce or exotic medical resources
- b. Right to health care
 - i. Social justice and fairness
 - ii. Health care reforms
- c. Reproductive technology
 - i. In Vitro fertilization
 - ii. Surrogacy
 - iii. Cloning
- d. Genetics
 - i. Use of stem cells
 - ii. Gene therapy
 - iii. Consumer genetic testing
- e. Case studies (e.g., Molly Nash, 2000)

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	Attend lectures, take notes, and ask questions.
Group Work	Think-pair-share activities.
Discussion	Respond to the topics, give feedback, and engage other students in conversation.
Visiting Lecturers	Hear from experts in the field.

Online Adaptation

Types	Examples of learning activities
Lecture	Attend lectures, take notes, and ask questions.
Group Work	Think-pair-share activities.
Discussion	Respond to the topics, give feedback, and engage other students in conversation.
Other	Hear from experts in the field.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Discussion Boards
 E-mail Communication
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Class Participation	Contribute to class discussions, complete a quiz or survey during/immediately after class.
Essays/Papers	Synthesis and evaluation of study outcomes and findings.
Oral Presentations	Presentations will be assessed on the clarity / accessibility to understand and completeness of the topic.

Exams/Tests

Multiple-choice and short-answer questions based on lecture and other assigned material.

Assignments**Reading Assignments**

1. Reading assignments will consist of comparative study of peer-reviewed anthologized articles or text chapters (400-500 pages). Frequency of reading assignments: two to four articles per week, depending on length.

Writing Assignments

1. Short essays or long term-papers on a variety of topics in Medical Ethics. Students will write a minimum of 20 pages or 6,000 words total. Shorter writing assignments may be on a weekly basis (including contributions to online forums or discussions).

A. Topic examples:

Compare and contrast Kantian and Utilitarian approaches to the issue of medically assisted dying.

1. Explicate and critically evaluate one argument for or against abortion in the context of the Roe v. Wade decision.

2. Compare and contrast the views of Singer and Steinbock on the use of primates in medical experiments.

3. Compare and contrast the views of Singer and Steinbock on the use of primates in medical experiments.

Outside-of-Class Assignments

Oral presentations - Present a summary of a specific health policy to the class.

SECTION F - Textbooks and Instructional Materials**Material Type**

Textbook

Author

John Arras & Bonnie Steinbock

Title

Ethical Issues in Modern Medicine

Edition/Version

8th Edition

Publisher

McGraw Hill

Year

2012

Rationale

This is the latest edition for Ethical Issues in Modern Medicine.

ISBN #

978-0073535869

SECTION G - Diversity, Equity and Inclusivity

How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?

N/A

Course Codes (Admin Only)**CB00 State ID**

CCC000652960

CB10 Cooperative Work Experience Status

N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

Yes

Only Pass/No Pass

No