PHR-105 Professional Ethics

Basic Information about Course and Instructor

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<th>Semester and year:</th>
<th>Section Number:</th>
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<td>Meeting Times and Locations:</td>
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| Instructor: |
| Office Location: |
| Phone: |
| Departmental Secretary: [optional] |
| Office Hours: |
| Email Address: |

Course Description

PHR-105 Professional Ethics is an introductory study of major philosophical and moral issues, problems, and questions arising within the healthcare, legal, and business professions. General topics of discussion may include: what counts as a profession; professional codes of conduct; the professional-client relationship; the professional-employer relationship; privacy and confidentiality; informed consent; character, regulation, and training; and collective responsibility.

3 lectures, 3 credits
General Education Course – Humanities Elective

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to:

1. identify and state the primary relationships between ethical theory and the professions;
2. summarize and critically explore the major theories of professional and moral responsibility;
3. use the logical and critical thinking methods of philosophy to clarify the ethical dimension in professional practices;
4. analyze common professional practices from multiple perspectives, e.g., society, business, government, clients, employers, and other stakeholders;
5. identify the various logical and ethical problems in applying moral categories and theories to professions;
6. develop practical strategies for making ethical decisions while on the job and managing conflicts between personal values and professional values;
7. critically analyze and produce a professional code of ethics; and
8. produce an analytical, expository, argumentative essay on applying a moral theory or code of ethics to a specific situation or problem in professional work.
In pursuit of the foregoing objectives, the course is based upon the reading and discussion of primary source materials by philosophers and other writers on professional ethics; the basic principles and methods of logical reasoning are introduced; the techniques of scholarly research and writing are reviewed; and students are required to do a substantial amount of expository and critical writing in response to the materials studied in the course. In addition, students may be required to participate in in-class and/or out-of-class group work. The work may involve constructing a professional ethical code and applying a professional ethical code to specific cases (case studies). The group work will contribute to the student's ability and competence to work with others on ethical matters (e.g., ethics panels, ethics boards, etc.).

The Student Learning Objectives (SLOs) in this course are intended to be aligned with as many of the college's Core Competencies and General Education Goals as possible. They are also correlated with the overall Learning Goals of the Philosophy Program. In addition, student progress in reaching the course's SLOs is to be assessed through a variety of assessment types (tools) and on the basis of a variety of assessment criteria. These alignments and correlations will be linked here in the near future. [Back to course listing]

Special Features of the Course (if any) [to be designated by the instructor]
E.g., the use of learning technologies in the course (Internet, PowerPoint, etc.); the inclusion of technological literacy and/or information literacy learning in the course; etc.

Writing and Critical Thinking Requirement(s)
Because PHR-105 is a General Education course, it requires students to complete a variety of critical thinking and writing assignments. These assignments may include class discussions and debates requiring the application of critical thinking skills, short in-class essays, out-of-class writing projects (journals, research papers, argument-analysis papers, book reviews, etc.), tests and examinations containing essay components, and so forth. Instructors will respond to and comment on students' writing in detail.

Course Content and Sample Course Topics
Professional ethics is a broad field, and the instructor may pick from many topics for course content. Individual instructors may choose to emphasize one field/profession (e.g., legal ethics) during a semester; however, general professional ethics material must be covered, and at least two professions must be studied. The instructor has the responsibility for ensuring that course objectives as specified earlier are met. Each instructor will include a course calendar of content and due dates for major requirements as part of the Course Syllabus. The following is a set of possible course topics:

Introductory
Introduction to ethics, moral theories, moral reasoning, metaethics
Distinctions between morality and: the law, prudence, economics, religion, obedience to authority, bias/taste (very important for professional ethics)
Applying moral theories
Moral dilemmas, reflective equilibrium, casuistry

General
Professions and professionalization
Professional-client relationships
Professional-employer relationships
Privacy and confidentiality
Paternalism and authority, expertise
Social responsibility of professionals
Character issues in the professions
Training and regulation of professionals
Virtues of professionals (honesty, integrity, reliability)
Professional Codes of Conduct/Code of Ethics and ordinary morality

I. Medical Ethics/Bioethics
   A. Life and Death
      i. Euthanasia and Assisted Suicide, Slow Codes, Show Codes, Medical Futility
      ii. Definitions of Death
      iii. Abortion
      iv. Use of Animals in Research
      v. Advanced Directives, Medical Power of Attorney, Living Wills, DNRs
      vi. Reproduction
      vii. Stem Cell Research, Research on Fetuses
   B. Clinical Ethics
   C. Health Care Professionals (including nursing)
   D. Health Care
      i. Insurance, Managed Care, and Health Care Business
      ii. Rights to Health Care: Legal, Statutory, Moral, Political
      iii. Distribution and Access to Health Care
      iv. Preventive Care: Obligatory?
      v. Hospital Ownership, Pharmaceutical and Medical Device Firms
         a. The Profit Motive and Social Responsibility
         b. Quality Assurance
         c. Dealing with the FDA
         d. Pharmaceutical Firms and Developing Nations
         e. Drug Samples, Perks to Physicians
         f. Biopatenting Human Genome Sequences
         g. Disclosure
      vi. Sale of Tissues and Organs
      vii. Vaccination Issues
      viii. Tobacco and Food Industry Litigation and Responsibility
   E. Research Ethics (on Human Subjects) and Medical Experimentation
      i. Informed Consent
      ii. Deception
      iii. Use of Placebos
   F. Genetics
   G. Special Cases
      i. HIV and AIDS
      ii. Psychiatric Care and Diagnosis, Forensic Psychiatry
      iii. Psychopharmaceuticals
      iv. Diagnosis and Classification of Children (ADHD, ODD)
   H. Health Care Education

II. Legal Ethics
   A. Who? Attorneys/lawyers, legal assistants, judges, court officers
   B. The Client-Lawyer Relationship
   C. Conflicts of Interest
   D. Ethics in Advocacy
   E. Lawyers for Entities
      i. Conflicts and Confidentiality in Entity Representation
      ii. Retaliatory Discharge and Whistle-blowing
F. Ethics in Negotiation and Transactional Matters  
G. Judges  
H. Avoiding and Redressing Professional Failure  
I. Lay Participation in Law Business (And Law Firm Ancillary Services)  
J. First Amendment Rights of Lawyers  
K. Marketing Legal Services  
L. Advertising  
M. Special Legal Assistant (Paralegal) Issues  

III. Business Ethics  
A. The Social Responsibilities of Business and Firms  
i. Classical View  
ii. Social Contract Model  
iii. Stakeholder Model  
B. The Moral Responsibilities of Corporations  
i. Individual Moral Accountability  
ii. Employee Moral Accountability  
iii. Corporate Moral Accountability  
iv. Are Corporations Agents?  
C. Economic Justice  
i. Distributive Justice and Utilitarianism  
ii. Libertarian Theories  
iii. Egalitarian Theories  
iv. Liberal Theories  
D. Philosophy of Work Issues  
i. Whistle-blowing  
ii. Bribery  
iii. Preferential Practices in Hiring and Promotion  
iv. Employee/Employer Rights and Obligations  
v. Sexual Harassment  
vi. Unions, Guilds, Associations  
E. Advertising and Public Relations  
F. Government Regulation of Business  
G. Ethics of Finance (Investment and Banking)  
H. Accounting Ethics  

Grading Policy  

Students' final grades for this course will be based upon their performance on the required work for the course (writing assignments, journals, examinations, class presentations, et cetera). Students' class participation may also be evaluated, and the grade used as one factor in determining final averages; however, class participation may count for no more than 15% of a student's final course grade.  

Attendance Policy  

BCC Attendance Policy:  

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.
Philosophy and Religion Departmental Attendance Policy:

Students are expected to attend class regularly and punctually. Attendance will be taken at each class session. It is expected that class will be conducted such that students will benefit in their written work by the lectures and class discussion. If students occasionally arrive late, they should be encouraged to enter quietly, not disturbing the class. If students miss class, they should be encouraged to use the course calendar to stay abreast of material. It is probably a good idea for students to find study partners and to exchange telephone numbers. Make-ups for examinations should be allowed by the instructor if, in the instructor's judgment, the student has presented a good excuse for missing the work. Instructors may penalize work which is late; however, the instructor's policies for make-ups and late work must be clearly specified on the student guide.

Attendance Policy in this Course:

[To be designated by the instructor]

Course Texts and/or Other Study Materials

Professional Codes of Ethics for Study
- ACA Code of Ethics and Standards of Practice
- Ethical Principles of Psychologists and Code of Conduct
- NASW Code of Ethics
- Ethical Standards of Human Service Professionals
- AAMFT Code of Ethics
- ABA Standards for the Defense Function
- ABA Standards for the Prosecution Function
- ABA Model Rules of Professional Responsibility
- ABA Guidelines for the Utilization of Legal Assistant Services
- Ethical Codes of the two major paralegal associations
- AMA Principles of Medical Ethics
- International Code of Medical Ethics
- World Medical Association Declaration of Helsinki
- Declaration of Geneva
- The Hippocratic Oath (many versions)
- The Nuremberg Code
- Examples of Patients' Bill of Rights
- Code for Nurses
- International Code for Nurses
- ACM/IEEE Software Engineering Code of Ethics and Professional Practice
- Examples of Appropriate Use Regulations and Policies
- Code of Ethics for Child Welfare Professionals
- American Society of Criminology (ASC) Code of Ethics
- Academy of Criminal Justice Sciences (ACJS) Code of Ethics
- American Psychological Association Code of Ethics
- International Association of Police Chiefs Code of Ethics

See Also: Code of Ethics Library and Code of Ethics Toolbox
http://www.iit.edu/departments/csep/PublicWWW/codes/
http://www.chowan.edu/acadp/ethics/ethics_toolbox.htm

Case studies should be used to help students understand theoretical issues within the actual context of professional practices. Most of the texts listed below contain relevant case studies.
Recommended Texts

General

Health Care

Legal and Criminal Justice Ethics

Business Ethics
Other College, Divisional, and/or Departmental Policy Statements [optional but recommended]

Examples:
Statement on plagiarism and/or academic dishonesty.
ADA statement.
Sexual Harassment statement.
Statement on acceptable use of BCC technology.
Statement on the purpose and value of faculty office hours.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Address</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>The Distance Learning Office – for any problems you may have accessing your online courses</td>
<td>Room C-334</td>
<td>201-612-5581</td>
<td><a href="mailto:psimms@bergen.edu">psimms@bergen.edu</a></td>
</tr>
<tr>
<td>The Tutoring Center</td>
<td>Room S-118</td>
<td>201-447-7908</td>
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<tr>
<td>The Technology Assisted Learning Lab (Math and English)</td>
<td>Room C-110</td>
<td>201-447-7988</td>
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<tr>
<td>The Writing Center</td>
<td>Room C-110</td>
<td>201-447-7136</td>
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<td>The Online Writing Lab (OWL)</td>
<td><a href="http://www.bergen.edu/owl">www.bergen.edu/owl</a></td>
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<tr>
<td>The Office of Specialized Services (for Students with Disabilities)</td>
<td>Room S-153</td>
<td>201-612-5270</td>
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<tr>
<td>The Sidney Silverman Library – Reference Desk</td>
<td>Room L-226</td>
<td>201-447-7436</td>
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Include the following statement on Logos – The BCC Philosophy Club

Logos – The BCC Philosophy Club

Logos usually meets on Tuesdays during the Activities Period, 12:30-1:25 PM, in Room L-342. I encourage you to join the club. Since you are interested in the study of philosophy, you should find the meetings and other activities of the philosophy club very interesting. For further information, check the Philosophy & Religion bulletin board adjacent to Room L-325A or contact LOGOS Advisor, Dr. Vanda Bozicevic (L-331, 201-493-7528, vbozicevic@bergen.edu). (LOGOS does not hold regular meetings during the summer.)

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- A daily or (at least) weekly schedule of topics to be covered.
- Dates for exams, quizzes, or other means of assessment. (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as “to be scheduled individually.”)
• Due dates for major assignments – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
• Any required special events must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.
• Designation of Student Learning Objectives – by number – for each topic (see sample below).
• A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Combined Course Outline and Calendar

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Date(s)</th>
<th>Topic/Activity</th>
<th>Learning Objectives</th>
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SAMPLE COURSE OUTLINE AND CALENDAR

Note: This section of the departmental syllabus is under revision in order to bring it into conformity with the (relatively new) BCC policy on the layout and content of syllabi for general education courses.