

Applied Ethical Analysis
Course # 94883 (6 units), Spring 2021 mini
Tuesdays 6:30p – 9:20p

Rebekah Apple, MA, DHSc
e-mail: rebekaha@andrew.cmu.edu
Phone: 412-268-8634/727-515-0101
Office hours by appointment

“Everything’s got a moral, if only you can find it.”
- Lewis Carroll

LEARNING IN THE TIME OF COVID19:

Given the uniqueness of our time and the modality of the course, please note the following and let me know if you have any questions/concerns.

- We’re using zoom. Please use the name you would like to be referred to throughout the course as the name that appears in your Zoom screen.
- I’ll record our classes in the cloud and upload links to Canvas.
- When you enter the course, please mute your audio.
- Because Zoom cannot handle two concurrent speakers, we will use the Zoom "Raise Hand" feature. When I call on you, please unmute yourself.
- Please have your video ‘on’ during the class. It helps everyone feel connected. It’s okay if you have COVID hair, a cat in your lap, and/or unclean laundry on the chair behind you. If having your video on is a problem due to internet bandwidth constraints or another technical issue, please notify me by e-mail or text before the course begins.
- In the event a TA is assigned to this course, they will help me monitor the chat box. If there isn’t a TA, I will not ignore the chat box, but it will be tougher for me to pay close attention to it as well as our discussion and the hands that might be raised on screen. Please know that I’m not ignoring anyone on purpose.
- After the class, I will stay in Zoom for a while, just like in face-to-face classes. If students have some questions/comments, they can stay for a few minutes and chat with me and other students.

1. Course Description

This introductory course provides a framework to increase accountability through ethical decision-making. The goal of this course is to allow you to understand the complexity and consequences of decisions, the utility of ethics in personal and professional life, and the motivations of others (be they ethical or not). You

will gain the ability to recognize and address underlying principles in a variety of contextual dilemmas. Students will learn to practically apply established theory and methodology to create and sustain trustworthiness. Case studies, small group discussions, scholarly readings, and videos will demonstrate the relevance and importance of applied ethics.

2. Course Objectives

Learning Objective	How Assessed
Understand established moral theory and its applications	Class participation, presentations, and papers
Define and analyze ethical issues and principles in a variety of contexts	Class participation, presentations, and papers
Identify and communicate ethical motivations and breaches	Class participation, presentations, and papers
Apply practical framework for resolving dilemmas	Papers and group contributions

3. Course Materials

All materials, except those students must research, are listed in the “Class Schedule” section of this syllabus.

4. Expectations

This course requires significant reading, writing, and discussion. It is expected that everyone will come to class prepared to discuss the readings.

My goal is to make this an excellent learning experience for you. If at any time you feel that the course is not meeting your expectations, please contact me. I ask that you be respectful of others by arriving to class on time and not using your electronic devices in class without discussing the purpose with me first.

5. Evaluation/Grading

All assignments and class participation are graded on a point scale as outlined below. The maximum points one can achieve for the entire semester is 300. Final course grades will be assigned as follows:

<u>Letter Grade</u>	<u>Point Range</u>
A	273-300
B	243-272.5
C	213-242.5
R – Fail	Below 213

Activity	Possible Points	Due Date
Participation	30	Ongoing
Perspective Presentations	40	2/23
Code of Ethics Critique	40	3/2
Apology Video	40	3/9
Ethics Commentary	75	3/16
Ethical Analysis Paper	75	3/18

Assessment 1: Class participation – 30 point maximum.

- 30 points are added for class participation as evaluated over the course of the semester by the instructor. I encourage and expect everyone to participate in class discussions and activities. Sharing your own knowledge and experience benefits the entire class. Constructive contribution to the class discussion and genuine listening to others is an important element of class participation.
- If you miss two classes, 40 points will be deducted from grade. It is not possible to pass this class having missed more than 2 classes.

In a class of this nature, the discussion of controversial issues is to be expected and will likely reveal differing perspectives. After all, worldviews on the human experience is the whole point of this class. It's expected that students will demonstrate maturity and respect for everyone in the room at all times. Even during disagreement, remember the discussion should focus on the argument, not the arguer.

Assessment 2: Perspectives Presentation – 40 point maximum. For this assignment, students will form small groups and select a case from options provided in Canvas. Each group will then create 2 subgroups, one responsible for defending the “pro” perspective of their case, the other subgroup responsible for defending the “con” perspective of their case.

Assessment 3: Code of Ethics Critique: 40 point maximum. For this assignment, students will identify the profession of their choice, locate the code of ethics for that professional field, and complete a thoughtful critique upon that code.

Assessment 4: Apology Video – 40 point maximum. Students will create and submit a 2-3 minute video in which they will take responsibility from the leadership level for an organizational breach in ethics.

Assessment 5: Apple's Ethics Commentaries – 75 point maximum. Students will form small groups and identify an ethical issue to examine and work through. The issue/topic must be approved by the instructor. Groups will then present to the rest of the class and field questions from peers/professor. This assignment will require researching the case provided and citing outside resources. Works Cited pages must be submitted to Canvas.

Presentations are expected to last approximately 40 minutes, including question & answer session at the end. Students are encouraged to take a creative approach and make this an engaging presentation, rather than a lecture. In the past, students have incorporated short films, brought props, role played, and more.

Assessment 6: Ethical Analysis Paper – 75 point maximum. For this assignment, students will select one of three case studies provided by the professor. Each of the cases have reflection questions, but these can

serve as a guide for thought and are not required for this assignment. This assignment will require researching the case provided and citing outside resources.

A thorough approach to this assignment generally yields 2,000 words. Less than 2,000 words indicates superficial understanding and/or minimal exploration of concepts.

6. Academic Statement

You are expected to attend class, be prepared for class and participate in the discussions. Written assignments are due on or before the due date. If you must miss a class, please notify me with as much advanced notice as possible; if you cannot talk with me directly, please leave a message on my voice mail or e-mail. For any class that you miss, you are responsible for obtaining the notes and related materials from another student.

Please let me know if you do not understand class material or requirements or if any special circumstance prevents you from completing a class requirement on time.

You are responsible to know and adhere to all University policies on academic integrity. The Heinz School provides a booklet on Plagiarism and Cheating and the University lists all policies on the web at www.cmu.edu/policies/documents/Cheating.html. Please acquaint yourself with their contents. Any cheating or plagiarism will result in failure in the course and your case will be referred to the Associate Dean, who may decide to take further action.

7. Recording academic classroom activities, lectures, etc.

Classroom activities, lectures, etc. may not be recorded without my written permission in advance. If a student is permitted to record classroom activities, lectures, etc., the student may do so for his/her own personal use only; additionally, no copies of the original recording can be made.

8. Use of electronic devices

All electronic devices such as cell phones, iPods, laptops, tablets, etc., are to be turned off and stowed prior to entering the classroom. There is no difference between texting/instant messaging/etc and holding a full conversation in person while in a classroom setting. Students using such devices for personal reasons within the classroom without prior approval will be asked to leave the room until they are finished with their task. Few things will annoy your instructor more than texting in class.

COURSESCHEDULE

Feb 2 – Class #1

Items Due: N/A

Topic: Ethics Overview, Theories, and Principles

Homework: (links posted in Canvas):

- Onora O'Neill: Trust vs. trustworthiness - <https://www.youtube.com/watch?v=XWwTYy9k5nc>
- *Pandora's Lab*, Ch 3, "Blood from Air"
- "When All Roads Lead to Rome: The Catholic Hospital Dilemma Impacts Entire US Healthcare System"

Feb 9 – Class #2**Items Due: N/A****Topic: Accountability, Trust, and Deception****Homework (articles posted in Canvas):**

- “Letter from Birmingham Jail”
- “Some medical students still think black patients feel less pain than whites”
- Perspectives Presentation Groupwork

Feb 16 – Class #3**Items Due: N/A****Homework (articles posted in Canvas):**

- *Ethical Business: Cultivating the Good in Organizational Culture*, Case Study 2, “Netflix and the Ethics of Apology”
- 'Whistleblowing Is Really In Our DNA': A History Of Reporting Wrongdoing
- “A Risk-Based Approach for Mitigating Ethical Lapses”
- Perspective Presentation Videos

Feb 23 – Class #4**Items Due: Perspectives Presentation****Topic: Organizational Ethics & Conflicts of Interest****Homework (articles posted in Canvas):**

- “How Should Health Data Be Used? Privacy, Secondary Use, and Big Data Sales”
- “Digital Age ‘Desperately’ Needs Ethical and Legal Guidelines”
- “Ethics is more important than technology”
- Code of Ethics Critique

March 2 – Class #5**Items Due: Code of Ethics Critique****Topic: Data & Technology****Homework (articles posted in Canvas):**

- *Neurosurgical Ethics in Practice: Value-based Medicine*, Ch 1, “Brief History of Bioethics”
- “Ethics and the Legalization of Physician-Assisted Suicide: An American College of Physicians Position Paper”
- Apology Video
- Prepare for Ethics Commentaries

March 9 – Class #6**Items Due: Apology Video****Topic: Health Care Ethics****Homework:**

- Prepare for Ethics Commentaries
- Ethical Analysis Paper

March 16 – Class #7**Items Due: Commentaries****Topic: Apple’s Ethics Commentaries**

Homework:

- Ethical Analysis Paper

March 18**Items Due: Ethical Analysis Paper**