

PHYT 653: MEDICAL ETHICS FOR PHYSICAL THERAPISTS

Fall 2017

Tues 1:30—3:50pm, NAB 3334

Professor: **Paul W. Prescott PhD**

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Office: HL 528, Syracuse Campus

Office Hours: W 2:00—4:00pm

COURSE DESCRIPTION

Medical Ethics for Physical Therapists applies ethical theories and principles to moral issues that arise in the profession of physical therapy and in the broader field of health care in society. Selected moral decision-procedures are examined and applied to issues that are commonly encountered in the role of physical therapist in relationship to the day-to-day practice of physical therapy, and the broader role of physical therapy in its relationship to the health care community and society.

COURSE PREREQUISETS

PHYT 602: Professional Behaviors; PHYT 647: Psychosocial Aspects of Patient Care

COURSE REQUIREMENTS

Attendance: Students are expected to be in attendance for *every class session*.

Participation: The course is a seminar, in which classes will be primarily discussion-based. Hence, *regular reading, preparation, and participation are expected*.

Writing Assignments: Writing assignments will consist of weekly case studies and personal reflections. Assigned tasks will vary. Late assignments will not be accepted. Each student may miss one writing assignment over the course of the semester. Due dates for all writing assignments are indicated on the course calendar (below).

GRADING

Students will be graded on the basis of (1) the quality of participation in the seminar discussions (attendance included); (2) the quality and timely completion of weekly writing assignments.

Participation 10%

Case Studies 70%

Personal Reflections 20%

I use a standard grading scale: A = 94-100%; A- = 90-94%; B+ = 87-90%; B = 84-87%.

REQUIRED TEXTS

- Tom L. Beauchamp & James F. Childress. *Principles of Biomedical Ethics*, 7th edition. Oxford, 2013. ISBN: 0199924589
- T. R. Reid, *The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care*, revised edition. Penguin, 2010. ISBN: 0143118218

Additional reading will be available for download on Blackboard.

COURSE OBJECTIVES

With successful completion of this course, the student will be able to:

1. Differentiate between personal opinion, religious doctrine, legal reasoning, moral reasoning, and reasoning in accordance with professional ethical standards.
2. Recognize the strengths and the limitations of the common morality, professional codes of ethics, religious doctrine, and the law when determining the best course of action.
3. Use the following terms with clinical accuracy: ethics, morality, moral dilemma, supererogation, autonomy, informed consent, nonmaleficence, harm, killing, negligence, beneficence, paternalism, veracity, confidentiality, fidelity, dual relationship, justice.
4. Utilize the APTA Code of Ethics and Core Values.
5. Utilize and apply major bioethical principles to issues in physical therapy and, more broadly, health care.
6. Articulate, both verbally and in writing, one's own moral reasoning; arrive at sound, reflective judgments (utilizing bioethical principles) regarding a wide range of ethical issues that confront physical therapists and health care providers more broadly.
7. Accurately assess and articulate one's own conduct, values, and moral beliefs as they related to health care; develop more complex insights regarding the values and conduct of others.
8. Engage in constructive debate with other individuals who have differing moral perspectives in a manner that is respectful, while defending one's own positions in an effective and professional manner.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

Upstate Medical University is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you have a disability or think you have a disability and need accommodations to succeed in this course, I encourage you to contact Student Support Services (SSS) and/or speak with me as soon as you can. (SSS is located in the Health Science Library, Room 125, and at STUSERVE@upstate.edu, 315-464-8855, Hours: 9:00 am – 5:00 pm) I am committed to providing equal access as required by federal law, and I am interested in developing strategies for your success in this course.

ACADEMIC INTEGRITY STATEMENT AND POLICY

Academic integrity is fundamental to learning and scholarship at Upstate. Participating honestly, respectfully, responsibly, and fairly in all academic endeavors ensures the degree you earn will be a true indication of your individual academic achievements. Please review the Upstate student code of conduct at <http://www.upstate.edu/currentstudents/support/rights/handbook/conduct.php>

COURSE SCHEDULE

Aug 29: *Course Introduction*

Reading: Syllabus

Sept 5: *The Nature of Morality*

Reading: Beauchamp & Childress: 1. Moral Norms
 Beauchamp & Childress: 2. Moral Character

Writing: Personal Reflection 1

Sept 12: *Principle 1: Respect for Autonomy*

Reading: Beauchamp & Childress: 4. Respect for Autonomy

Writing: CASE A

Sept 19: *Principle 2: Nonmaleficence*

Reading: Beauchamp & Childress: 5. Nonmaleficence

Writing: CASE B

Sept 26: *Principle 3: Beneficence*

Reading: Beauchamp & Childress: 6. Beneficence

Writing: CASE C

Oct 3: *The Professional-Patient Relationship*

Reading: Beauchamp & Childress: 8. Professional-Patient Relationships
 Gillion, "Telling the Truth, Confidentiality, Consent, and Respect for Autonomy"

Writing: CASE D

FALL BREAK

Oct 17: ***Interpersonal Ethics for Healthcare Professionals***

Reading: Radden, “Boundary Violation Ethics: Some Conceptual Clarifications”
 Reamer, “Boundary Issues in Social Work: Managing Dual Relationships”
Writing: CASE E

Oct 24: ***Organizational Ethics for Healthcare Professionals***

Reading: Mappes, “Ethical Dilemmas for Nurses: Doctor’s Orders v. Patient Rights”
 Chambliss, “How the Organization Creates Ethical Problems”
Writing: CASE F

Oct 31: ***Principle 4: Justice***

Reading: Beauchamp & Childress: 7. Justice
Writing: CASE G

Nov 7: ***The American Health Care System***

Reading: Reid: Prologue, 1-3.
Writing: *No Writing*

Nov 14: ***International Health Care Systems***

Reading: Reid: 4-11.
Writing: *No Writing*

THANKSGIVING BREAK

Nov 28: ***Health Care Reform***

Reading: Reid: 12, 13, Afterword, Appendix.
Writing: *No Writing*

Dec 5: ***Course Conclusion***

Writing: Personal Reflection 2