



MA-122: MEDICAL ETHICS

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

MA - Medical Assisting

Course Number

122

Course Title

Medical Ethics

Short Title

Medical Ethics

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

Fully Online

Orientation: Students complete an online orientation module in the Course Management System (CMS) that introduces course navigation, assignments, and expectations.

Announcements: Weekly announcements posted in the CMS keep students informed about due dates, resources, and upcoming course activities.

Discussion Forums: Content-related forums with instructor participation are used for debate, ethical case analysis, and peer interaction. Instructors moderate discussions, provide timely feedback, and pose probing questions to deepen analysis.

MSJC Communication: Communication occurs through MSJC-administered tools such as institutional email and the CMS inbox. Optional virtual office hours are held through video-conferencing software to provide additional support and clarification.

Timely Feedback: Assignment feedback is provided through the CMS Grades area within 72 hours, using rubrics, written comments, or recorded messages to enhance engagement.

Multimedia Instruction: Lectures are delivered through narrated slides, recorded presentations, and short videos or audio messages.

Accessibility: All multimedia materials include captions and/or transcripts. All course documents and activities are formatted to meet ADA compliance standards.

In-Person

Orientation: Orientation takes place during the first class meeting and reviews the course structure, expectations, and assignment requirements.

Announcements: Weekly reminders are provided verbally during class and posted in the CMS to ensure consistent communication across modalities.

Classroom Discussions: Guided ethical debates, small-group case studies, and role-play activities are used to promote instructor-to-student and peer-to-peer interaction.

Instructor Availability: Students meet with the instructor during scheduled on-campus office hours or by appointment.



Timely Feedback: Written feedback on assignments is provided within one week. The CMS is used to supplement in-class grading, record scores, and provide ongoing communication.

Accessibility: Printed handouts, slides, and in-class media meet ADA standards. The instructor ensures that all students have equitable opportunities to participate and engage.

Hybrid (In-Person + Online)

Orientation: Conducted during the first in-person class session, with supplemental online orientation materials available in the CMS.

Announcements: Weekly announcements are posted in the CMS and reinforced during in-person meetings to maintain alignment across learning environments.

Discussion Forums: Online discussion forums complement in-class discussions. Students are required to engage in both modalities. Instructors monitor participation, provide formative feedback, and ensure continuity between classroom and online activities.

Scheduled Meetings: Hybrid courses meet at designated times throughout the semester (a minimum of 5 in-person sessions), with additional instruction and activities provided asynchronously through the CMS.

MSJC Communication: Communication between class meetings is maintained through institutional email and CMS messaging tools. Optional virtual office hours are hosted via video-conferencing software.

Timely Feedback: Online assignments are graded within the CMS using rubrics, while in-person activities receive immediate verbal feedback or written follow-up.

Accessibility: All instructional materials, both in-person and online, are ADA-compliant. Videos include captions, documents are formatted for screen readers, and all course activities are designed to ensure inclusive participation.

Catalog Description

This course examines how laws and ethical principles shape healthcare practice, medical offices, and patient care. Students analyze legal doctrines, including patient rights, negligence, malpractice, informed consent, and liability, as well as ethical issues such as confidentiality, end-of-life decision-making, and the impact of emerging technologies. Emphasis is placed on the responsibilities of the medical assistant as a member of the allied health team in ensuring legal compliance and ethical professionalism.

Codes

TOP Code (CB 03)

1201.00* - *Health Occupations, General

CIP Code

51.0899 - Allied Health and Medical Assisting Services, Other.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Health Services Director/Health Services Coordinator/College (Masters Required)	Or
Health (Masters Required)	Or
Health Care Ancillaries	End

Learning Objectives

Learning Objectives

Learning Objective

1. Explain the importance of medical law and ethics, describe the challenges of applying ethical rules in daily practice, and define the role of the medical ethics committee in the healthcare environment.
2. Analyze several legal and ethical issues related to evolving healthcare professions and evaluate the legal implications of professional liability, malpractice, professional negligence, and other legal doctrines applicable to professional practice.
3. Differentiate between unintentional and intentional torts.
4. Identify the elements of a valid contract and compare civil liability to criminal punishment.
5. Evaluate how changes in healthcare practice impact criminal law.
6. Assess controversies related to the Patient Protection and Affordable Care Act.
7. Explain how HIPAA and HITECH ensure patient privacy and why accurate documentation is a legal and ethical requirement.
8. Describe institutional versus professional liability protections.
9. Explain informed consent and its implications for patient rights.
10. Examine issues related to Public Health Information, Medical Records, and Confidentiality.
11. Analyze ethical and legal issues related to euthanasia, advance directives, and organ donation.
12. Analyze how cultural, religious, and socioeconomic differences influence ethical decision-making in healthcare.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will explain the importance of medical law and ethics and articulate the difficulty of applying ethical rules in day-to-day practices and delineate the role of medical ethics committee in the healthcare environment.
2. Students will consider how HIPAA and HITECH work to ensure privacy and protection of patient information and Evaluate the importance of accurate, complete, correct methods of documentation as a legal/ethical imperative.
3. Students will analyze several legal and ethical issues related to evolving healthcare professions and Evaluate the legal implications of professional liability, malpractice, professional negligence and other legal doctrines applicable to professional practice
4. Students will evaluate the Patient Protection and Affordable Care Act and explain the controversy over the act.

Content

Course Lecture Content

1. Foundation of Medical Law and Ethics

1. The importance of studying medical law and ethics
2. The relationship between healthcare, law and ethics
3. The healthcare industry
4. Law and ethics related to health careers

2. Professional Ethics

1. History of medical ethics
2. The impact of politics on professional ethics
3. Professional codes of ethics and state laws
4. Ethical rights of patients and providers
5. Ethical decision making
6. Bioethics
7. Cultural and religious diversity in ethical reasoning

3. The Source of Law and Regulations

1. The federal government
2. The Constitution of the United States

3. The Federal Government's authority to regulate healthcare
4. State and local governments

4. Civil Liability of Healthcare Practitioners

1. Civil law, and Torts
2. Compensation for loss or injury
3. Contract law
4. Product liability and defenses to civil liability
5. Ethical issues related to civil liability

5. Criminal Liability of Healthcare Practitioners

1. Criminal law: offenses against the public
2. Criminal acts and criminal defenses
3. Levels of intent
4. Government healthcare program fraud
5. Failure to report crimes or abuse
6. Professional ethics and criminal law

6. Federal Statutes and Regulations that Impact Healthcare

1. The Patient Protection and Affordable Care Act
2. Medicaid and Medicare
3. Medicaid and Medicare fraud and abuse
4. Health Insurance Portability and Accountability Act (HIPAA)
5. The Americans with Disability Act
6. The Rehabilitation Act
7. The Emergency Medical Treatment and Active Labor Act
8. Equity and patient access in federal healthcare policy
9. The Health Information Technology for Economic and Clinical Health (HITECH) Act

7. Managing Risk in Healthcare

1. Competence
2. Complying with evolving laws
3. Avoiding errors
4. Obtaining informed consent
5. Insurance and risk management
6. Risk management programs
7. Legislation to limit malpractice claims
8. Ethical care for diverse populations

8. The Patient-Professional Relationship

1. Informed consent
2. Exceptions to the requirement of informed consent
3. Assessing a patient's decision-making capacity
4. Surrogate decision makers
5. The extension doctrine
6. Confidentiality
7. Exceptions to the confidentiality rule
8. Confidentiality for minors
9. Patient Advocates
10. Refusal of Medical Treatment
11. Abandonment
12. Cross-cultural communication and bias awareness

9. Healthcare, Law, and Ethics across the Lifespan

1. Healthcare and minors
2. The rights and responsibilities of parents and legal guardians
3. The rights of minors
4. Consent and Confidentiality
5. Contraception

6. Sexually Transmitted Infections
7. Pregnancy
8. Abortion
9. Mental health
10. Cosmetic Surgery
11. Body Art
12. Child labor laws
13. Child abuse

10. Adults: Health Law and Ethics

1. Occupational Laws
2. Public Health Laws
3. Domestic and Intimate-Partner Violence
4. Assisted Conceptions and Reproduction
5. HIV Testing
6. Mental Health
7. Public Policy Support of Autonomy
8. Advanced Directives
9. Power of Attorney
10. conservatorships
11. Drug Testing

11. Older Adults: Health Law and Ethics

1. Competency and decision making
2. Restraints
3. Do Not Resuscitate Orders
4. Organ Donation
5. Physician-Assisted Suicide
6. Cultural and faith-based perspectives on end-of-life care
7. Elder abuse
8. Healthcare facilities and services for older adults

12. Evolving Areas of Law and Ethics

1. Health Information Technology
2. Legal Implications of Electronic Health Records
3. Telehealth and Telemedicine
4. Legal Implications of Telehealth and Telemedicine
5. Regulating Mobile Technology
6. Sharing Data for Research
7. Reporting a Security Breach
8. The Privacy Act

13. Ethical Decision-Making Across Cultures

1. Socioeconomic influences on ethical and legal dilemmas in patient care
2. Health disparities and the role of social justice in healthcare ethics

14. Genetics and Drugs

1. Genetic Technology
2. Genetic Research
3. Genetic Testing
4. Drug Regulation
5. Drug approval process
6. Medical devices
7. Intellectual property

14. Complexities of Facilities Administration

1. States and healthcare legislation
2. Patient Protection and Affordable Care Act
3. Medicaid

4. State laws related to public health
5. Medical staff
6. Finance
7. Nursing Homes
8. Hospice Care
9. Medical Departments

Methods of Instruction

Method

Discussion

Integration

Group discussions, Q&A sessions, and interactive case analyses promote engagement and reinforce comprehension. Students analyze, evaluate, and critique ethical theories used in healthcare through class debates, small-group discussions, and collaborative projects. These activities connect theoretical concepts to real-world ethical decision-making in diverse clinical settings, including examples of cultural, economic, and religious diversity.

DE Adaptations for MOI

DE Adaptation:

Synchronous: Online sessions via video-conferencing tools through the Course Management System (CMS) for live debates and guided ethical discussions.

Asynchronous: CMS discussion forums where students post and reply to ethical prompts, analyze case studies, and respond to peers with evidence-based reasoning.

Instructor moderates by posing probing questions, summarizing insights, and ensuring that cultural, religious, and socioeconomic perspectives are respectfully examined.

All materials and tools meet ADA and Section 508 standards to ensure equitable participation.

Method

Lecture

Integration

Lectures introduce core legal and ethical concepts through case studies, video presentations, and discussion. Instructors use presentation software, videos, and real-world examples to connect ethical principles, documentation skills, and professional applications in healthcare.

DE Adaptations for MOI

DE Adaptation:

Short recorded video lectures with embedded quizzes and polling questions are delivered through the CMS to reinforce learning. Live synchronous sessions are used for case study demonstrations and Q&A. Transcripts and outlines are provided for accessibility.

All course materials, tools, and activities meet ADA and Section 508 accessibility standards, ensuring accessibility requirements are met.

Method

Papers and Reports

Integration

Written assignments include argumentative essays and reflective papers that apply ethical theories to healthcare dilemmas.

DE Adaptations for MOI

DE Adaptation:

Students submit papers electronically through the CMS. Peer-review options within the CMS discussion boards allow for structured feedback before final submission. Instructor feedback is provided through CMS annotations or recorded audio/video comments to maintain engagement and accessibility.

Methods of Evaluation**Method**

Class Participation

Integration

Students participate in guided debates and discussions related to ethical issues in healthcare.

Assessed on: the basis of preparation, engagement, clarity of contributions, and respect for differing perspectives.

DE Adaptations for MOE

DE Adaptation:

Synchronous option: Live debates through the Course Management System (CMS) in presentation software, where students present arguments and rebuttals.

Asynchronous option: Online discussion forums through the Course Management System (CMS) with structured prompts (e.g., "Post your stance by Wednesday, reply to two peers by Sunday").

Debate guidelines and rubrics ensure participation is graded fairly.

Students can submit short video/audio posts using presentation software through the Course Management System (CMS).

Method

Exams/Tests

Integration

Students complete a midterm and final exam analyzing ethical theories and applications.

Assessed on: accuracy, knowledge of ethical principles, and ability to distinguish between legal and ethical applications.

DE Adaptations for MOE

DE Adaptation:

Delivered through the Course Management System (CMS) as timed online exams.

Objective questions (MCQ, T/F, matching) are automatically graded.

Essay/application questions require students to analyze ethical case scenarios, upload written responses, or use proctored tools if required.

Integrity supported by randomized question banks and plagiarism-detection tools.

Method

Oral Presentation

Integration

Students present and defend an ethical stance on a controversial healthcare issue, integrating cultural, religious, and socioeconomic perspectives.

Assessed on: clarity of presentation, application of ethical frameworks, accuracy, and incorporation of diverse perspectives.

DE Adaptations for MOE

DE Adaptation:

Students submit reflective journals through the Course Management System (CMS), responding to weekly ethical dilemmas.

Asynchronous discussion boards through the Course Management System (CMS) allow peer critique of perspectives.

Optional multimedia response using presentation software and videos for articulation of opinion.

Instructor feedback is provided directly through the Course Management System (CMS) to guide deeper analysis.

Method

Quizzes

Integration

Objective and short-answer quizzes are administered at the end of each major unit.

Assessed on: accuracy, comprehension of key concepts, and application of terminology.

DE Adaptations for MOE

DE Adaptation:

Quizzes are posted through the Course Management System (CMS) at the end of each unit/module.

A mix of auto-graded objective questions (MCQ, T/F, matching) and short essay questions for critical thinking.

Timed release with availability windows to maintain flexibility but encourage pacing.

Immediate automated feedback on objective items, with instructor feedback on essay responses.

Method

Papers

Integration

Students complete a written critique or stance paper analyzing an ethical dilemma from multiple viewpoints. The paper requires students to apply legal and ethical frameworks, reference professional codes of ethics, and evaluate how cultural, religious, or socioeconomic factors influence ethical decision-making in healthcare.

Assessed on: organization, evidence-based reasoning, and depth of ethical analysis.

DE Adaptations for MOE

DE Adaptation:

DE Adaptation:

Students submit written papers electronically through the Course Management System (CMS).

Peer-review options are available through CMS discussion forums or collaborative review tools, allowing classmates to exchange feedback on structure, clarity, and ethical reasoning.

Instructor provides detailed rubric-based feedback and annotated comments directly in CMS within 72 hours of submission.

Optional multimedia components (e.g., narrated slides or brief video summaries) may be used to enhance accessibility and engagement.

All submissions must meet accessibility standards, including readable formatting and captioned or transcribed materials when multimedia is used.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

Assignments Activity: Unit Exam: Foundations of Medical Law and Ethics

Format: You will complete a unit exam that combines multiple-choice, short-answer, and scenario-based questions covering Foundations of Medical Law and Ethics, Professional Ethics, Civil/Criminal Liability, and Federal Statutes.

Example Questions:

Multiple-choice: Which federal law established standards for protecting patients medical information?

Short answer: Explain the difference between civil liability and criminal liability for healthcare practitioners.

Scenario-based: A nurse witnesses another nurse not reporting suspected child abuse. What are the legal and ethical implications?

Purpose: Measures students' ability to recall, apply, and integrate law and ethics concepts in healthcare contexts.

Assessment: Graded with a rubric (accuracy, application of law, ethical reasoning).

How assignment will be adapted in online format

Access to the Exam: The exam will be delivered via the Course Management System (CMS) in the Assignments/Quizzes area.

Instructions include time limits, allowed resources (if open/closed book), and due dates.

Format: Multiple-choice & True/False: Auto-graded through the Course Management System (CMS). Randomized question order and answer choices to reduce the sharing of answers.

Short Answer: Students type their responses directly in the Course Management System (CMS).

Scenario-based Questions: Students analyze ethical/legal dilemmas in written responses (150–200 words each).

Submission: All answers must be submitted electronically through the Course Management System (CMS) exam environment. Scenario and short-answer questions are graded manually using a rubric.

Academic Integrity: Randomized question pools so no two exams are identical. Time limits are applied to reduce unauthorized collaboration. Optional use of remote proctoring software or honor code statement at exam start.

RSI (Regular Substantive Interaction): Instructor posts a pre-exam review announcement and offers an optional video on presentation software or an asynchronous review discussion board through the Course Management System (CMS)

After the exam, the instructor provides group feedback in announcements (e.g., Most students struggled with distinguishing civil vs. criminal liability) and invites follow-up questions.

Individual feedback is given through the Course Management System (CMS) on short-answer and scenario questions using rubrics and written comments.

ADA / Accessibility: Questions written in plain language. Compatible with screen readers.
Extended time granted through the Course Management System (CMS) for students with accommodations.
Scenario questions allow written, audio, or video responses if approved.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Activity: Reflection Paper on Professional Ethics

Instructions: You will write a 1–2 page reflection paper on the following prompt:

Choose one professional code of ethics (e.g., ANA Code of Ethics, AMA Principles of Medical Ethics) and explain how it guides healthcare providers in balancing law and ethics. Provide one real or hypothetical example.

Purpose: Encourages deeper thinking about the role of ethics outside the classroom, while reinforcing connections between theory and practice.

Assessment: Low-stakes grading (complete/incomplete or short rubric for clarity, connection to course material, and effort).

How assignment will be adapted in online format

Access to Assignment: Assignment instructions, rubric, and links to professional codes of ethics (ANA, AMA, etc.) are posted in the Course Management System (CMS) weekly module.

Optional resources: a short instructor-recorded video through the Course Management System (CMS) introducing the assignment and the importance of professional ethics.

Student Work: You will complete and submit a 1–2 page reflection through the Course Management System (CMS).

ADA compliance: Students may alternatively record a short audio/video reflection (with captions/transcript) through the Course Management System (CMS) using presentation software.

Submission: Students submit their reflection through the LMS assignment submission tool: file upload or text entry allowed.

RSI (Regular Substantive Interaction): Instructor-to-Student: Instructor provides brief written or audio feedback highlighting clarity, connection to course material, and effort. Feedback returned within 72 hours.

Student-to-Student: Optional discussion forum where students share a 2–3 sentence summary of their reflection and reply to at least one peer's insight. Instructor moderates to deepen dialogue.

Student-to-Content: Students engage directly with primary source materials (professional codes of ethics) and apply them to real-world examples.

Assessment: Graded using a short rubric (Clarity, Connection to Course, Effort). Low-stakes, designed to encourage exploration rather than penalize mistakes.

Accessibility / ADA Compliance: All linked materials must be screen-reader accessible. Captions/transcripts required for any video/audio resources. Flexible submission formats (written, audio, video) ensure inclusivity.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Activity: Case Scenario Ethical Decision-Making Discussion

Instructions: You will be placed in small groups and given a brief case study (e.g., a patient refusing treatment, a minor requesting confidential services, or a healthcare professional suspected of fraud).

Each group must:

Identify the legal and ethical issues present.

Connect the issues to relevant federal/state laws or professional ethical codes.

Share their group's ethical decision-making process with the class.

Purpose: Helps students practice critical thinking in applying concepts of professional ethics, patient rights, and law in real-world situations.

Assessment: Instructor observes participation, asks clarifying questions, and provides immediate feedback.

How assignment will be adapted in online format

Access to Case Study: Case scenarios (patient refusing treatment, minor confidentiality, fraud, etc.) are posted through the Course Management System (CMS) as group assignments. You will be automatically assigned to a small groups through the Course Management System (CMS).

Group Work (Collaboration): Asynchronous Option: You will use group discussion boards through the Course Management System (CMS) to identify legal/ethical issues, connect to laws/codes, and outline their decision-making process.

Synchronous Option: You will be scheduled for optional breakout room sessions using presentation software through the Course Management System (CMS), where you will meet with your group live to work through the case together.

Group Output: In your groups, you will create a short written summary (1 page) or a 3–5-minute narrated presentation outlining the ethical/legal issues, the relevant laws/codes, and your group's final decision-making process through the Course Management System (CMS).

Classwide Sharing: Your group will post its final products to a discussion board or the Case Study Showcase area through the Course Management System (CMS). Each member of your group must comment on at least one other group's work, comparing approaches.

RSI (Regular Substantive Interaction)

Instructor-to-Student: Instructor participates in group boards (or joins breakout rooms using presentation software) to ask clarifying questions and provide guidance. After submission, the instructor posts general feedback (e.g., common strengths or misconceptions).

Student-to-Student: You will build group collaboration and cross-group peer review in the discussion board.

Student-to-Content: Students directly apply laws, ethical codes, and course material to real-world scenarios.

Assessment: Graded with a rubric based on participation, application of laws/codes, clarity of ethical reasoning, and group collaboration. Feedback is provided individually and to groups within 72 hours through the Course Management System (CMS).

Accessibility / ADA Compliance: Written instructions provided through the Course Management System (CMS). All group submissions must include captions/transcripts.

Students are given the option to submit their work in text or multimedia formats to accommodate their learning preferences.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Reading: You will read a chapter from Ritter & Graham (2022) on patient rights and prepare notes for class discussion. (Submitted via the Course Management System (CMS); feedback provided within 72 hours)

How assignment will be adapted in online format

Access: You will access the assigned chapter via e-book link or scanned excerpt through the Course Management System (CMS)

Work: You will complete a guided worksheet or a 250–to 300-word reflection through the Course Management System (CMS)

Submission: Notes/reflection uploaded through the Course Management System (CMS) (text, audio, or video allowed for accessibility).

RSI: Post one key takeaway in the discussion board + reply to at least one peer through the Course Management System (CMS). Instructor moderates and provides clarifications.

Feedback: Instructor provides comments through the Course Management System (CMS) LMS within 72 hours.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

You will write a reflection on how cultural or religious values may affect informed consent in end-of-life care. Provide at least one real-world example.

Access to Assignment: You will use the prompt distributed in class (either a printed handout or a screen projection). The instructor provides a brief mini-lecture and examples of how cultural and religious values influence end-of-life decisions (e.g., Jehovah's Witness refusal of blood transfusions, Catholic perspectives on life-sustaining treatment, and cultural beliefs surrounding family consent).

Student Work: You will write a 1–2-page reflection during a designated time.

Reflection must include the Identification of one cultural or religious factor that could impact informed consent—a real or hypothetical example of how that factor influences the decision-making process.
A short personal analysis of why respecting diversity in these situations is ethically important.

Submission / Output: Students submit and upload their reflection through the Course Management System (CMS)

RSI (Regular Substantive Interaction):

Student-to-Content: Students directly engage with ethical frameworks and DEI concepts introduced in the lecture.

Student-to-Student: After writing, students pair-share (or small group share) one takeaway from their reflection to encourage peer learning.

Instructor-to-Student: Instructor answers clarification questions and prompts deeper thinking. The instructor facilitates a brief class discussion that highlights themes from in-class discussions and questions.

Feedback: Reflections graded using a short rubric (clarity, connection to ethics concepts, integration of DEI perspective). Feedback will be returned in the next class session or through the Course Management System (CMS) for hybrid classes.

How assignment will be adapted in online format

Access to Assignment: You will review the reflection prompt posted in the Course Management System (CMS) within the weekly module. Links to supplemental resources (articles, videos, case studies) on cultural and religious perspectives in healthcare ethics are provided through the Course Management System (CMS).

Student Work: You will write a 1–2 page reflection paper (Word or PDF) OR record a 3–5 minute video/audio reflection with captions or a transcript for accessibility through the Course Management System (CMS).

The reflection must include one cultural or religious factor that influences informed consent.
At least one real-world or hypothetical example of how this factor affects ethical decision-making.

Submission: You will upload their paper or video/audio file through the Course Management System (CMS) LMS assignment tool. Multiple formats are accepted to meet accessibility and learning needs.

RSI (Regular Substantive Interaction):

Student-to-Student: You will post a brief excerpt (2–3 sentences) from their reflection in a discussion board and reply to at least two peers' posts through the Course Management System (CMS). Peer replies emphasize respectful dialogue and consideration of diverse perspectives.

Instructor-to-Student: The instructor participates in the discussion by posing probing questions and providing clarifications as needed through the Course Management System (CMS).

Student-to-Content: Students directly engage with course materials and supplemental DEI resources to support their examples and analysis through the Course Management System (CMS).

Feedback:

Reflections are graded using a rubric that focuses on clarity and depth of ethical reasoning. Individualized feedback is returned through the Course Management System (CMS) within 72 hours, either as written comments or audio/video responses.

Course Materials

Textbooks

Lois Ritter and Donald Graham (2022). Medical Law and Professional Ethics, 2nd Edition. Goodheart-Willcox Publisher. ISBN: 978-1-64564-721-8 (No newer edition available as of 2025)

Class Size Information

Class Size

40

Class Size Category

A - Lecture/discussion 40

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity, equity, and inclusion are infused throughout this course. Students examine how cultural, religious, and socioeconomic factors influence ethical decision-making, particularly in areas such as informed consent, confidentiality, and end-of-life care. Assignments require students to consider multiple perspectives, and case studies feature diverse patient identities and backgrounds. An equitable environment is essential for this course because laws and ethics often impact populations differently, and healthcare professionals must learn to apply principles fairly across all patient groups.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The Medical Ethics course is designed to ensure that assignments, instruction, evaluation, course content, and interactions are accessible, inclusive, and equitable for all students. Because ethical and legal issues in healthcare often intersect with cultural, religious, and social values, this course intentionally incorporates diverse perspectives to prepare students for real-world patient care.

Assignments: Students complete a range of tasks (reading, reflection, case studies, group discussions, exams) with flexible submission formats (written, oral, or multimedia) to accommodate varied learning styles and accessibility needs. DEI-focused assignments, such as reflections on how cultural or religious values affect informed consent, encourage students to apply ethical reasoning to diverse patient populations.

Instruction: Multiple teaching modalities are employed, including lectures, discussions, case study analysis, peer collaboration, and multimedia resources. Case studies and examples feature patients from diverse cultural, socioeconomic, and religious backgrounds to illustrate how ethical and legal principles apply in various contexts.

Evaluation: Assessments include both formative (discussions, reflections, reading notes) and summative (unit exams, essays, case analyses) approaches to allow students multiple ways to demonstrate mastery. Rubrics emphasize clarity, critical thinking, and ethical reasoning, rather than privileging one communication style, to ensure an equitable evaluation of all learners.

Course Content: Topics such as HIPAA, informed consent, malpractice, and end-of-life care are contextualized with diverse perspectives, highlighting how ethical and legal issues may affect different populations. Specific modules integrate DEI themes, such as how socioeconomic status impacts access to care, or how cultural/religious beliefs shape patient decisions.

Interactions: Students engage in structured discussions, group work, and peer reviews that emphasize respectful dialogue, active listening, and equitable participation. Instructor-to-student interaction includes timely, constructive feedback and flexibility to meet varied learning needs. Student-to-student interaction incorporates small-group and whole-class discussions that foster peer learning, while student-to-content interaction ensures engagement with authentic, diverse case studies.

Overall Justification: By embedding DEI principles into assignments, teaching methods, evaluations, course content, and interactions, MA-122 ensures an equitable learning environment where all students can meaningfully engage with medical law and ethics and apply these principles to serve diverse patient populations responsibly.

Interactions

Explain how the course will incorporate student-to-student interaction.

Student-to-Student: Students engage in debates, case study analyses, and peer-review activities related to medical law and ethics, developing professional dialogue and respect for differing ethical viewpoints.

Students collaborate through in-class discussions, group projects, and peer-review activities that focus on applying medical law and ethics to real-world situations.

In hybrid and online formats, students interact through CMS discussion forums, group workspaces, and shared documents. They participate in structured debates, case study analyses, and collaborative writing tasks that encourage respectful communication, active listening, and consideration of multiple viewpoints. The instructor moderates all online group activities, ensuring constructive engagement and equitable participation.

Explain how the course will incorporate instructor-to-student interaction.

Instructors facilitate learning through interactive lectures, guided case study analyses, and Q&A sessions that connect medical law and ethics to real-world clinical practice. Feedback and communication are ongoing, purposeful, and centered on student understanding of ethical decision-making and legal applications in healthcare.

In the online and hybrid formats, instructors maintain a consistent presence and ensure Regular Substantive Interaction (RSI) through multiple strategies:

Weekly CMS Announcements: Instructors post detailed summaries of weekly topics, including informed consent, confidentiality, malpractice, and cultural influences on ethical decision-making. Announcements outline key objectives, connect theory to practice, and remind students of upcoming deadlines.

Interactive Discussion Facilitation: Instructors actively participate in CMS discussion forums by asking guiding questions, offering clarifications, and prompting deeper ethical reasoning. For example, during debates on end-of-life decision-making or patient autonomy, instructors provide feedback that challenges students to support their viewpoints with legal and ethical evidence.

Timely, Personalized Feedback: Instructors provide individualized feedback on assignments, written papers, and reflection journals within 72 hours of submission. Feedback highlights strengths, addresses misconceptions, and connects each student's work to ethical frameworks, laws, and professional practice. Feedback may be written, annotated, or delivered through short recorded messages to enhance accessibility and engagement.

Synchronous Learning Opportunities: Optional live virtual sessions or office hours via video-conferencing tools give students opportunities to ask questions and discuss complex topics such as liability, negligence, or ethical dilemmas involving cultural or religious beliefs. These sessions replicate the depth of in-person dialogue and provide real-time clarification and mentorship.

Ongoing Support and Availability: Instructors maintain clear communication channels through CMS messaging and email, responding to student inquiries within 24–72 hours. They use these communications to monitor progress, address learning barriers, and ensure that all students remain engaged with the ethical and legal dimensions of the course.

This structure ensures that instructor interactions are not limited to grading or administrative contact but instead provide consistent, meaningful engagement that fosters ethical awareness, critical thinking, and professional growth.

Explain how the course will incorporate student-to-content interaction.

Student-to-Content: Exams, presentations, and group activities connect theoretical frameworks to real-world scenarios. Students analyze legal cases, review professional codes of ethics, and apply these principles to case studies.

Students engage with legal and ethical frameworks through readings, interactive lectures, and real-world case studies. Online and hybrid students access multimedia learning materials, including recorded lectures, annotated readings, and case-based simulations, through the CMS. Students complete quizzes, discussion posts, and scenario-based exercises that connect theoretical knowledge to practical healthcare applications.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Through reflective journals and cultural and ethical reflection assignments, students evaluate their personal beliefs, biases, and ethical reasoning in relation to medical law and patient care. Activities such as end-of-life reflections and cultural case analyses help students identify how their values influence ethical decision-making and professional behavior in real-world healthcare settings.

Online students complete and submit reflections in the CMS, where prompts guide them to connect course material with personal experience. Activities such as end-of-life reflections and cultural case analyses help students recognize how personal values influence ethical decision-making and professional behavior.

Key: 2056