

EXAM CODE **359**

CATALOG NUMBER **HUMx310**

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Bioethics: Philosophical Issues

CREDIT
HOURS

3

LEVEL

UPPER

PUBLISHED FEBRUARY 2021

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

Examination Length and Scoring

This examination consists of 100 multiple choice and other type questions. You will have two (2) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.^①
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

^① In general, two-hour exams do not award a D letter grade.

See page 26, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam. If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

Using UExcel Practice Exams

The official UExcel practice exams are highly recommended as part of your study plan. They can be taken using any computer with a supported web browser such as Google Chrome.

The practice exam package comes with two sets of questions. Please be aware that there will be fewer questions on the practice exams than there will be on the exam you take for credit. Generally, the practice questions will not be the same as the ones you will see when you take the actual exam for credit. They are intended to expose you to the types of questions you'll encounter in the actual exam. Practice questions are a tool, and do not provide a full exam experience. For example, the practice question sets do not have time limitations. Begin with the Content Guide, especially the detailed content outline. Memorizing specific questions and answers on the practice sets is not as effective as using the questions to practice, along with the content outline, to see which concepts you may need to study further. To register for the practice exam, visit www.excelsior.edu and log into your MyExcelsior

account. **Please note: You must be registered for the corresponding credit-bearing exam before you can register for the practice exam.**

Practice exams are not graded. Rather, they are intended to help you make sure you understand the subject and give you a sense of what the questions will be like on the exam for credit. Ideally, you would check any questions you got wrong, look at the explanations, and go back to the textbook to reinforce your understanding. After taking both forms of the practice exam, you should feel confident in your answers and confident that you know the material listed in the content outline.

Practice exams are one of the most popular study resources. Practice exams are typically shorter than the credit-bearing exam. Since the questions are drawn from the same pool of questions that appear on the credit-bearing exam, what you will see when you sit for the graded exam will be roughly the same. Used as intended, these practice exams will enable you to:

- Review the types of questions you may encounter on the actual exam.
- Practice testing on a computer in a timed environment.
- Practice whenever and wherever it is convenient for you.

Take two different forms of a practice exam within a 180-day period. (We highly recommend that you take the first form of the practice exam as a pretest, early in the study period. Use the results to identify areas to further study and carry out a plan. Then take the second form as a post-test and see how much you have improved.)

Although there is no guarantee, our research suggests that exam takers who do well on the practice exams are more likely to pass the actual exam than those who do not take advantage of the opportunity. Note that since the practice exams are not graded (calibrated) the same way as the scores on the credit-bearing exam, it will be hard for you to use the practice exams as a way to predict your score on the credit-bearing exam. The main purpose of the practice exams is for you to check your knowledge and to become comfortable with the types of questions you are likely to see in the actual, credit-bearing exam.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Exam Preparation Strategies

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at www.excelsior.edu/contentguides.

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. **Chapter numbers and titles may differ among textbook editions.**

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Bioethics: Philosophical Issues

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the Excelsior College bookstore at www.excelsior.edu/bookstore.

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational

resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

Strongly Recommended

Des Jardins, J. (2013). *Environmental ethics: An introduction to environmental philosophy* (5th ed.). Belmont, CA: Wadsworth.

Munson, R. (2017). *Intervention and reflection: Basic issues in bioethics* (10th ed.). Belmont, CA: Wadsworth.

Warren, M. (1997). *Moral status: Obligations to persons and other living things*. New York: Oxford University Press.

Optional Resources

This textbook was identified by the examination development committee as a resource to help you gain a deeper understanding of the subject.

Beauchamp, T., & Walters, L. (2014). *Contemporary issues in bioethics* (8th ed.). Belmont, CA: Wadsworth.

If you would like to explore specific topics in more depth, we encourage you to refer to available Open Educational Resources (OER).

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>

It's free!

SECTION TWO

Content Outline

General Description of the Examination

The UExcel Bioethics: Philosophical Issues examination is based on material typically taught in a one-semester, three-credits, upper-level course in bioethics. The content of the examination corresponds to course offerings such as Ethics, Bioethics, Biomedical Ethics, and Environmental Ethics.

The examination measures knowledge of facts and terminology, an understanding of concepts and theories of bioethics, clinical topics in biomedical ethics, social topics in bioethics, topics in environmental ethics, and the ability to apply this knowledge and understanding in an analysis of the philosophical issues concerning biomedical and environmental ethics.

Those beginning to study for this exam should be familiar with the concepts typically covered in introductory ethics and philosophy.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Recognize and distinguish among basic theories and ethical concepts related to a study of bioethics. (Aligns to GECC 6.1)
2. Describe the bioethical implications of different types of relationships between patients and health care professionals, and describe a case study in bioethics. (Aligns to GECC 6.1)
3. Describe the bioethical implications of clinical issues such as genetic engineering/selection, reproductive engineering (such as cloning and assisted fertilization), and end-of-life care. (Aligns to GECC 6.1)
4. Examine the impact of social topics pertaining to bioethics, such as medical resource management, types of health care payment systems, HIV/AIDS, cultural difference, and biomedical research. (Aligns to GECC 6.1)
5. Describe the moral criteria pertaining to environmental ethics, and discuss how these criteria inform a philosophy of bioethics. (Aligns to GECC 6.1)
6. Distinguish the basic ideological and philosophical bases of speciesism, biocentrism, ecofeminism, and social ecology. (Aligns to GECC 6.1)
7. Describe the importance of special topics in environmental ethics, such as animal rights, ecosystems and biological communities, pollution, and consumption/conservation (Aligns to GECC 6.1).

General Education Career Competencies Addressed in this Exam

GECC-6: Ethical Reasoning: Explain different ethical positions in relation to a problem or issue.

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Bioethics: Philosophical Issues examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Ethical Theories in Bioethics	15%	20
II. Basic Concepts in Bioethics: Relationships Among Patients and Health Care Professionals	15%	21
III. Clinical Topics in Biomedical Ethics	25%	34
IV. Social Topics in Bioethics	20%	27
V. Topics in Environmental Ethics	25%	34
Total	100%	

*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Ethical Theories in Bioethics

15 PERCENT OF EXAM

Munson (2012)

Ch. 2, Research Ethics and Informed Consent

Part VI, Foundations of Bioethics

Warren (1997)

Ch. 1, The Concept of Moral Status

Ch. 3, Sentience and the Utilitarian Calculus

Ch. 5, The Relevance of Relationships

Ch. 6, A Multi-Criterial Analysis of Moral Status

Ch. 7, Applying the Principles

- A. Utilitarian theories
- B. Kantian theories
- C. W.D. Ross's *prima facie* duties
- D. Natural law theory
- E. Concepts of justice
 1. John Rawls's Theory of Justice
 2. Patterns in distribution of justice
 - a. Equality
 - b. Need
 - c. Merit
 - d. Effort
- F. Virtue ethics
- G. Care/feminist ethics

II. Basic Concepts in Bioethics: Relationships Among Patients and Health Care Professionals

15 PERCENT OF EXAM

Munson

Ch. 1, Physicians, Patients, and Others: Roles and Responsibilities

Part VI, Foundations of Bioethics

- A. Truth telling
- B. Informed consent
- C. Beneficence/nonmaleficence
- D. Autonomy
- E. Paternalism
- F. Confidentiality
- G. Case Study: *Tarasoff v. Regents of the University of California*

III. Clinical Topics in Biomedical Ethics

25 PERCENT OF EXAM

Munson

Ch. 3, Genetic Control

Ch. 4, Reproductive Control

Ch. 5, Abortion

Ch. 7, Euthanasia and Physician-Assisted Suicide

Warren

Ch. 2, Reverence for Life

Ch. 8, Euthanasia and the Moral Status of Human Beings

Ch. 9, Abortion and Human Rights

- A. Genetic interventions
 - 1. The stem cell debates
 - 2. The Human Genome Project
 - 3. Screening, diagnosis, and counseling (for example: prenatal and perinatal testing)
 - 4. Eugenics
 - a. Positive eugenics
 - b. Negative eugenics

- 5. Research, therapy, and technology (for example: germ-line therapy)
- 6. Case Study: Huntington's disease

B. Reproductive issues

- 1. Abortion
- 2. Assisted reproduction practices (for example: artificial insemination, in vitro fertilization)
- 3. Human cloning
- 4. Surrogate pregnancy (for example: Baby M)
- 5. Case Study: Louise Brown—First “Test-Tube Baby”

C. End-of-life issues

- 1. Terminating treatment (for example: Karen Ann Quinlan)
- 2. Euthanasia
 - a. Active euthanasia
 - b. Passive euthanasia
- 3. Physician-assisted suicide (PAS)
- 4. Medical futility
- 5. Hospice and palliative care
- 6. Case Study: Nancy Cruzan

IV. Social Topics in Bioethics

20 PERCENT OF EXAM

Munson

Ch. 2, Research Ethics and Informed Consent

Ch. 8, Organ Transplants and Scarce Medical Resources

Ch. 9, Distributing Health Care

Ch. 10, Medicine in a Pluralistic Society

Ch. 11, The Challenge of Global Bioethics

Ch. 12, Ethical Theories, Moral Principles, and Medical Decisions

A. Acquisition and allocation of scarce medical resources

1. Availability of organs and tissues for transplant
 2. Availability of technology
 3. Availability of medical services
- B. Payment for health care**
1. Health care as right or privilege
 2. Payment systems
 - a. Managed care
 - b. Single payer
- C. HIV/AIDS**
1. History
 2. Therapy
 3. Confidentiality/anonymity
 4. Responsibility
 - a. Government
 - b. Individuals
- D. Race, gender, class, and health care in the United States**
1. African Americans
 2. American Indians and Alaska Natives
 3. Asians and Pacific Islander
 4. Hispanics/Latinos
 5. Women
 6. Persons living in poverty
 7. Case Study: Tuskegee Syphilis Study
- E. Biomedical research**
1. Informed consent (for example: Nuremberg Code)
 2. Beneficence and nonmaleficence (for example: clinical drug trials)
 3. Autonomy (for example: human experimentation)
 4. Case study: Willowbrook Hepatitis Experiments

V. Topics in Environmental Ethics

25 PERCENT OF EXAM

DesJardins (2013)

Entire text

Warren

Ch. 3, Sentience and the Utilitarian Calculus

Ch. 4, Personhood and Moral Rights

Ch. 10, Animal Rights and Human Limitations

A. Moral status

1. The concept of moral status
2. Suggested criteria for moral status
 - a. Sentience
 - b. Personhood
 - c. Capacity for relationships
 - d. Alternatives
3. Application: animal rights

B. Basic concepts and theories

1. Speciesism (for example: anthropocentrism)
2. Biocentrism (for example: Paul Taylor, Albert Schweitzer)
3. Ecocentrism
 - a. Land ethic (for example: Aldo Leopold, J. Baird Callicott)
 - b. Deep ecology (for example: Arne Naess)
4. Ecofeminism (for example: Karen J. Warren)
5. Social ecology (for example: Murray Bookchin)

C. Special topics in environmental ethics

1. Animal rights (for example: Tom Regan)
 - a. Experimentation
 - b. Farming
 - c. Welfare
2. Ecosystems and biological communities

3. Pollution
 - a. Pesticides (for example: Rachel Carson)
 - b. Economics
 - c. Toxic waste (for example: environmental racism)
4. Consumption and conservation of resources (for example: population ethics)

SECTION THREE

Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 18–26 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline.

For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Which statement is acceptable to someone who believes a fetus is a person and accepts Kant's idea about how persons must be treated?
 - 1) The fetus has moral rights, so it must be treated with respect.
 - 2) We should not act on maxims that can be universally willed.
 - 3) We should act on maxims that promote happiness for the future child.
 - 4) A fetus may be treated simply as a means to an end if it is a good end.
2. Which situation most clearly suggests that a society is not acting in accordance with a principle of distributive justice based on the pattern of effort?
 - 1) Physicians generally earn less than plumbers.
 - 2) Some plumbers earn more than other plumbers.
 - 3) Electricians retiring at age 57 collect larger pensions than electricians retiring at age 67.
 - 4) Some mathematicians retiring at age 67 earn more than some physicians retiring at age 57.
3. A physician is skillful and proficient in practice, but became a physician in order to make money and attain a high status. What does this situation best illustrate?
 - 1) A case in which the physician exhibits moral virtue
 - 2) Very little difference between moral and non-moral virtues
 - 3) An example of non-moral virtues as opposed to moral virtues
 - 4) The problem of distinguishing virtuous behavior in a physician
4. Which feature of the reasonable person standard of informed consent creates the most difficulty in ensuring adequate physician communication with the patient?
 - 1) Patients may vary in the amount of information they desire.
 - 2) Patients are usually not reasonable when facing serious health problems.
 - 3) Treating all patients as equally reasonable shows a disregard for autonomy.
 - 4) Physicians cannot be certain how much information is reasonable for the patient.

5. Under which circumstances could a physician ethically limit an adult patient's autonomy?
 - 1) The patient does not understand the treatment and denies being ill.
 - 2) The patient believes that the treatment is not beneficial and rejects it.
 - 3) The treatment violates the patient's religion and the conditions may be fatal.
 - 4) The treatment will be too expensive and the patient has no health insurance.
6. How did the dissenting opinion in the case of *Tarasoff v. Regents of the University of California* argue against the majority opinion?
 - 1) Under the majority ruling, patients would fear disclosing information to the therapist.
 - 2) Under the majority ruling, too many people seeking care would overburden the system.
 - 3) Under the majority ruling, therapists would be placed in personal danger from their patients.
 - 4) Under the majority ruling, therapists would be allied with the state rather than with their patients.
7. Which outcome is most likely to result from a program of positive eugenics?
 - 1) Genes that predispose individuals to disease will be increased.
 - 2) Humans with genetically desirable traits will increase in the population.
 - 3) Couples who have the same recessive gene will be encouraged to propagate.
 - 4) People with genes for traits favored by nature will be encouraged to reproduce.
8. In *A Defense of Abortion*, Thomson draws an analogy between a pregnant woman maintaining the life of her fetus and a person who has had their kidneys, without consent, connected to the renal system of a famous violinist to save the violinist from dying of kidney failure. Which conclusion does Thomson draw from this analogy?
 - 1) Abortions are permissible if the pregnancy results from a rape.
 - 2) Abortions are permissible if the pregnancy results from carelessness.
 - 3) Abortions are permissible if the pregnancy results from contraceptive failure.
 - 4) Abortions are permissible if the pregnancy results intentionally but the woman changes her mind.
9. Which descriptor best illustrates artificial insemination (homologous)(AIH)?
 - 1) Using fresh sperm from a donor
 - 2) Using sperm from the male partner
 - 3) Using previously frozen sperm from a donor
 - 4) Using a mixture of sperm from the male partner and a donor
10. Which term applies to the action of removing life support from an incompetent person who is terminally ill?
 - 1) Active voluntary euthanasia
 - 2) Passive voluntary euthanasia
 - 3) Active nonvoluntary euthanasia
 - 4) Passive nonvoluntary euthanasia
11. Which reason best defends physician-assisted suicide?
 - 1) The goal of medicine is to heal.
 - 2) The goal of patients is to live pain-free.
 - 3) People have a right to decide when to end their lives.
 - 4) People have a right to a good doctor/patient relationship.
12. What was the basis of the court's final decision in the Nancy Cruzan case?
 - 1) Cruzan had a right to privacy.
 - 2) Cruzan had a durable power of attorney.
 - 3) Cruzan would have wanted the final result.
 - 4) Cruzan's feeding tube was not medical treatment.
13. Which moral argument most strongly supports a doctor's obligation not to disclose a patient's HIV status without the patient's permission?
 - 1) The physician may seriously doubt the validity of the patient's HIV clinical test results.

- 2) The physician can be sued for violating the confidentiality of a patient who has HIV.
 - 3) The physician must abide by the patient's decision concerning revealing the patient's health status.
 - 4) The physician tacitly agrees not to reveal the medical status of any patient who has an epidemic disease.
14. What is the most likely reason for an Asian American/Pacific Islander patient to refuse a prescribed treatment?
- 1) They usually cannot afford medical care.
 - 2) They generally do not perceive a need for treatment.
 - 3) Their cultural beliefs may conflict with medical protocols.
 - 4) Their traditional methods of treatment are more effective than Western medicine.
15. Patients who are angered because the United States Food and Drug Administration (FDA) prevents access to possibly beneficial new or investigational drugs experience conflict between which two moral principles?
- 1) Justice and beneficence
 - 2) Justice and respect for autonomy
 - 3) Beneficence and nonmaleficence
 - 4) Beneficence and respect for autonomy
16. According to the reverence for life principle, which type of value do all living things share?
- 1) Consequential value
 - 2) Instrumental value
 - 3) Intrinsic value
 - 4) Sentient value
17. What does Mary Ann Warren consider to be the chief advantage of a uni-criterial approach to moral status?
- 1) Credibility
 - 2) Explanatory power
 - 3) Conceptual simplicity
 - 4) Ease of practical application
18. Which focus of moral theories is most often considered to be speciesist?
- 1) Anthropocentric focus
 - 2) Biocentric focus
 - 3) Ecocentric focus
 - 4) Utilitarian focus
19. Which assertion is incompatible with Deep Ecology?
- 1) Science alone cannot establish normative conclusions.
 - 2) Nonhuman life forms often have instrumental value for humans.
 - 3) The human population must decrease so nonhuman life can flourish.
 - 4) Solutions to the environmental crisis require a worldwide change of attitude.
20. Which statement contradicts Murray Bookchin's theory regarding the connection between social domination and the domination of nature?
- 1) Social domination is not causally connected with the domination of nature.
 - 2) Social hierarchies do not encourage efforts that attempt domination of nature.
 - 3) Social hierarchies must be eliminated in order to meet environmental challenges.
 - 4) Social hierarchies are more likely to identify social progress with control of nature.
21. According to the Cartesian view, what is the primary criterion for establishing moral standing?
- 1) Consciousness
 - 2) Potentiality
 - 3) Self-awareness
 - 4) Sentience
22. According to classical free market economics, what is the best way to ensure effective distribution of scarce environmental resources?
- 1) Reduce competition in open markets.
 - 2) Create economic equity across the society.
 - 3) Apply utilitarian principles to the methods of allocation.
 - 4) Rely on markets that have minimal governmental regulations.

Sample Case Study and Associated Questions

According to the practice guidelines of a large health maintenance organization (HMO), Mrs. Camden, a 57-year-old widow, is medically ready to be discharged from the hospital. Her physician, Dr. Jackson, knows, however, that she will need some assistance and support when she is at home, particularly during the first few days. Unfortunately, Mrs. Camden has no one at home to provide her with this help. Her daughter and son-in-law, who live in another city, have agreed to come for the weekend to take care of her, but today is only Thursday. Sending her home to an empty house would involve serious risk of injury. Dr. Jackson's first response is to keep her in the hospital for another day and then send her home when her daughter arrives. But Mrs. Camden's HMO refuses to pay for an extra day, claiming that it is medically unnecessary. Mrs. Camden has no savings, lives on a small pension, and is unable to pay out-of-pocket for another day in the hospital. As it is, it will be very difficult for her to make her co-pay.

Beckley, the hospital social worker, is angered by the HMO's decision, saying that it violates Mrs. Camden's right to adequate health care. This comment irritates Dr. Jackson and she asks who has the obligations that correspond to patients' rights. "Should doctors be required to provide treatment regardless of patients' ability to pay, or regardless of doctors' willingness to treat those patients?" Beckley acknowledges that the health care system needs to consider the autonomy of doctors as well as that of patients. "But," Beckley continues, "that shouldn't mean that Mrs. Camden should be discharged before she is well enough to take care of herself. Why not just keep her in the hospital for one more day? Then later, the HMO can go through the appeals process to see if it will have to pay for it after all." Dr. Jackson is not enthusiastic about this suggestion. She knows from experience that the appeals process is lengthy and difficult, and that the appeal often fails. Furthermore, although she does not mention it, Dr. Jackson knows that if the HMO reverses its decision, it would probably result in a smaller payment for her later on. The HMO uses financial incentives to encourage doctors to limit the cost of patients' care. In Mrs. Camden's case, Dr. Jackson has a financial incentive to keep the hospital stay as short as possible.

23. Which kind of right does Beckley cite when claiming that Mrs. Camden has a right to medical care?
 - 1) Economic right
 - 2) Legal right
 - 3) Moral right
 - 4) Political right
24. How should Dr. Jackson respond to the HMO's payment decision about extending Mrs. Camden's hospital stay?
 - 1) Dr. Jackson should be concerned only with Mrs. Camden's health and not with controlling costs.
 - 2) Dr. Jackson should be concerned with both Mrs. Camden's health and saving money for the HMO.
 - 3) Dr. Jackson should accept the gatekeeper role imposed by the HMO and provide expensive care only to patients who need it.
 - 4) Dr. Jackson should always follow the practice guidelines of the HMO because they are designed to minimize health care costs.
25. What is the best description of the rationing system used to make decisions about Mrs. Camden's care ?
 - 1) An open system guided by medical needs
 - 2) A closed system guided by medical needs
 - 3) An open system guided by the goal of saving the company's money
 - 4) A closed system guided by the goal of saving the company's money.
26. How should the role of scarce resources in Mrs. Camden's health care be decided?
 - 1) There is no problem of scarce resource funding in the U.S.
 - 2) The problem of funding scarce resources is central to the case.
 - 3) Money is fairly important, but less so than Mrs. Camden's well-being.
 - 4) Money is fairly important, but less so than Dr. Jackson's medical judgment.

SECTION FOUR

Rationales

1.(IB)

- *1) This is what Kant means when he says to treat something as an end in itself.
- 2) Kant says we should do the opposite of this.
- 3) Kant does not consider this in determining what we should do.
- 4) According to Kant, persons should never be treated as means only.

2.(IE2d)

- 1) This is consistent with distribution according to effort if the average plumber exerts more effort than the average physician.
- 2) This is consistent with distribution according to effort if some plumbers exert more effort than some other plumbers exert.
- *3) This would be inconsistent with distribution according to effort because it provides greater rewards for less effort.
- 4) All things being equal, this would be consistent with distribution on the pattern of effort because it rewards people who work more years than people who work fewer years.

3.(IF)

- 1) This physician is described as having only non-moral virtues of skill and proficiency. He lacks moral virtues desirable in a physician.
- 2) Although possibly vague, there are distinct differences between moral and non-moral virtues based on living a good life, or the practical aspects of living.
- *3) This physician has non-moral virtues (skill and proficiency), not moral virtues.
- 4) There is no problem in identifying either the physician's skill or his motives for practicing medicine.

4.(IIB)

- 1) The reasonable person standard does not depend on the level of information desired by the patient.
- 2) Though some distressed patients may be fully reasonable, the standard assumes they are all reasonable enough to want enough information to make a good decision about their therapy.
- 3) Even if all patients are judged by the same standard of reasonableness, they may be allowed the autonomy or freedom to make independent decisions about appropriate therapy. This is not a disadvantage of the standard.
- *4) Since this standard encourages physicians to cite all risks and benefits of every alternative procedure, physicians have difficulty knowing if the information is complete.

*correct answer

5.(IID)

- *1) Autonomy can be sacrificed where the patient does not understand all the facts.
- 2) The patient, in not understanding the treatment or not believing she is ill, may have mental difficulties and could therefore be placed into counseling or referred for psychiatric assessment.
- 3) As an adult capable of making decisions and understanding consequences, the patient can legitimately refuse treatment on religious grounds.
- 4) Although this situation is unfortunate, the patient may still reject treatment and even be denied treatment if he has no insurance.

6.(IIG)

- *1) The majority ruling would create distrust between therapist and patient, and discourage disclosure by the patient.
- 2) The argument was just the opposite. It was felt that reporting patients considered to be a danger would discourage them and others from continuing treatment and being totally open with the therapist, a condition necessary for adequate treatment.
- 3) There is no way of knowing if the therapist would be in danger.
- 4) This was not the argument regarding alliance. The question involved confidentiality between therapist and patient.

7.(IIIA4a)

- 1) This is a goal of negative eugenics.
- *2) Increasing the number of favorables in the human population is the goal of positive eugenics.
- 3) Negative eugenics is concerned with hereditary diseases resulting from parents who both possess the same recessive gene.
- 4) This characterizes natural selection. Positive eugenics requires exerting some control over reproduction in order to increase the gene traits that a society values.

8.(IIIB1)

- *1) Thomson's analogy is "probably conclusive" when applied to the extreme case of pregnancy resulting from rape.
- 2) Thomson's analogy is not useful with respect to pregnancies resulting from carelessness.
- 3) Thomson's analogy is not useful with respect to pregnancies resulting from contraceptive failure.
- 4) Thomson's analogy is not useful with respect to intentional pregnancies in which the woman changes her mind.

9.(IIIB2)

- 1) This is artificial insemination (donor)(AID).
- *2) AIH involves using sperm from the male partner for insemination.
- 3) This is artificial insemination (donor)(AID).
- 4) This is artificial insemination (confused)(CAI).

10.(IIIC2b)

- 1) Removing something is not active euthanasia.
- 2) Euthanasia is not voluntary if patient is incompetent.
- 3) Active euthanasia is doing something positive to hasten death; withdrawing support is passive euthanasia.
- *4) Passive indicates withdrawing; it is nonvoluntary if the patient is incompetent.

11.(IIIC3)

- 1) Facilitating death is not a kind of healing.
- 2) Dying is usually not necessary to avoid pain.
- *3) Having a right to decide when to die supports a practice of helping people die when they choose.
- 4) One can have a good doctor/patient relationship without it involving physician-assisted suicide.

*correct answer

12.(IIIC6)

- 1) This was the basis of the *Roe v. Wade* abortion decision.
- 2) There was no such legal document.
- *3) The court considered evidence of what Cruzan's wishes would have been if she were competent.**
- 4) This did not determine the court's decision.

13.(IVC3)

- 1) This is a legal requirement, not a moral argument.
- 2) Because a doctor might be mistaken about her or his diagnosis does not necessarily mean that the doctor should never take a moral action on the basis of a diagnosis.
- *3) This response appeals to a moral attitude of respect for others and justifies complete confidentiality on moral grounds.**
- 4) This is not true, nor does it provide a moral justification for strict confidentiality. Doctors might have other reasons for not revealing medical status.

14.(IVC2)

- 1) Poverty is not the primary reason for refusal by these patients.
- 2) Asian Americans/Pacific Islanders are as likely as anyone to perceive a need for treatment.
- *3) Beliefs and customs of individuals from Asian or Pacific Island backgrounds are highly diverse and may conflict with Western medicine.**
- 4) This is not a major reason for refusal by these patients.

15.(IVE2)

- 1) Justice is not central to the conflict; it does not focus on whether access is equal or whether everyone is subject to the same requirements.
- 2) See 1).
- 3) This omits respect for autonomy, which is central to the conflict. Autonomous individuals are entitled to choose treatments that involve risk or whose effectiveness is not established.
- *4) The FDA's regulations are to promote patients' well-being. They act on the principle of beneficence. As autonomous individuals, patients are entitled to choose treatments that involve risk or whose effectiveness is not established.**

16.(VA1)

- 1) The value of living things is not a function of what goods or ills they bring others.
- 2) The value of living things is not just a function of how they might be used.
- *3) The value of living things is primitive, basic, and based on their internal essence.**
- 4) The value of living things doesn't depend on any particular capacities they have.

17.(VA1)

- 1) Because the uni-criterial approach lacks explanatory power in hard moral cases, it may not be especially believable.
- 2) Though the uni-criterial approach is conceptually simple, its power to explain what to do in morally complicated situations may be limited by its simplicity.
- *3) The uni-criterial approach to moral status provides the consistent application of one single moral principle, which makes it easy to state and easy to understand.**
- 4) The uni-criterial approach may be so general that it is unclear how to apply it in the hard cases.

*correct answer

18.(VB1)

- *1) Most Western ethical theories are anthropocentric, with no justification given for that focus. Many defenders of animal rights claim this lack of justification shows a preference for humans and is prejudicial.
- 2) Biocentric focus deemphasizes human focus.
- 3) Ecocentric focus deemphasizes human focus.
- 4) Some versions of utilitarianism are anthropocentric but some are not.

19.(VB3b)

- *1) Science alone cannot establish normative conclusions. We cannot derive values from facts nor an ought from an is.
- 2) Plants and animals have intrinsic value and instrumental value for humans.
- 3) This is a core belief of Deep Ecology.
- 4) Radical fundamental changes in attitudes, values, and beliefs are needed to avert an environmental crisis.

20.(VB5)

- 1) Bookchin does not assert that there is a necessary causal connection between social domination and the domination of nature.
- *2) This belief would undermine Bookchin's theory.
- 3) Bookchin accepts this claim because he believes that there is historical connection between social hierarchies and the idea of dominating nature.
- 4) This supports, not contradicts, Bookchin's theory.

21.(VC1a)

- *1) Descartes holds that reality is divisible into minds and bodies. Since non-humans are in the realm of bodies, they are little more than machines. To have moral standing, one must be or possess a mind.
- 2) Potentiality can be used, but this is not what Descartes saw as the main criterion.
- 3) Self-awareness may be a subset of consciousness, but Descartes was not specific about its relevance to moral standing.
- 4) Singer argues that sentience is the major criterion for moral standing.

22.(VC3)

- 1) Classical free market economics advocates competitive open markets.
- 2) Economic equity would help ensure equal access to scarce resources, but classical free market economists believe that markets alone can achieve efficient allocation of scarce resources.
- 3) Utilitarianism is useful for decision making, but not to guide choices for classical free market economics.
- *4) According to classical free market economics, competitive, open, and free markets alone, with minimal governmental regulations to prevent fraud and coercion, can achieve the most efficient allocation of scarce resources.

23.(IVB1)

- 1) Statutory rights are explicitly recognized in law. US law does not recognize a statutory right to health care other than emergency care.
- 2) Legal rights are statutory rights. The US does not give citizens a legal right to health care other than emergency care.
- *3) If Mrs. Camden has a right to medical care, it is a moral right derived from the principles of a moral theory.
- 4) Political rights are required by political commitments or principles. It is unclear that a political right to health care exists in the U.S.

*correct answer

24.(IVB1)

- *1) Doctors should follow a patient-centered ethic that does not involve making rationing decisions. Cost-cutting decisions should be made by others.
- 2) This “double agent” role is considered ethically troubling.
- 3) There are five arguments against giving this responsibility to doctors.
- 4) Focusing on following the HMO’s rules gives too little emphasis to the patient’s well-being.

25.(IVB1)

- 1) Managed care systems are open, because resources withheld from patients may not be used to care for other patients and they are not guided by the patient’s medical needs. Managed care systems often withhold needed care.
- 2) Managed care systems are not closed, because resources withheld from patients may not be used to care for other patients. Nor are decisions guided by the patient’s medical needs; managed care systems often withhold needed care.
- *3) Managed care systems are open, because resources withheld from one patient may not be used to care for other patients. They are also guided by the goal of saving the company’s money.
- 4) Managed care systems are guided by the goal of saving the company’s money. However, managed care systems are not closed, because resources withheld from patients may not be used to care for other patients.

26.(IVB1)

- *1) America’s health care system has ample money, but uses it very inefficiently.
- 2) The problem is with waste and inefficiency, not scarce funding.
- 3) Concern for the patient’s well-being is not responsible for denying Mrs. Camden another night in the hospital.
- 4) The doctor’s medical judgment is not responsible for denying Mrs. Camden another night in the hospital.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

Accessibility Services

Excelsior College is committed to the principle that every individual should have an equal opportunity to enroll in an Excelsior College degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree.

The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

You also will receive a small, erasable whiteboard if you need one.

Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option](#) for UExcel exams, using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Integrity Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use

of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to examcredit@excelsior.edu. Details about the appeals process are in the [Student Handbook](#).

What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. This recommendation is endorsed by the American Council on Education. The examination may be used to help fulfill the Humanities requirement or as a free elective for all Excelsior College degree programs that allow

for free electives. For the baccalaureate degree in Nursing, it fulfills the Ethics requirement. For the Liberal Arts degrees, it may be used to help fulfill requirements for the Biology and Philosophy concentrations. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

Bioethics: Philosophical Issues Exam Development Committee

Marilyn Bennett, PhD

(University of Minnesota, Philosophy, 1994)
Associate Professor, College of St. Catherine

Sherill Jean Begres, PhD

(Wayne State University, 1986)
Associate Professor, Indiana University of
Pennsylvania

Peter Browning, PhD

(University of Chicago, 1987)
Associate Professor, Drury University

Julia Alpert Gladstone, JD

(Boston University School of Law, 1983)
Professor, Bryant College

Daniel Rothbart, PhD

(Washington University, 1979)
Associate Professor, George Mason University

Richard Werner, PhD

(University of Rochester, 1974)
John Stewart Kennedy Professor, Hamilton College

Sample Grade Report

Excelsior College
GRADE REPORT FOR EXAMINATIONS

Contact ID:

Test Date: 11/21/2020

Letter Grade: C

Examination Code and Title: 210 Statistics

Recommended Credit:
3 Lower Level

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

Recommended Credit is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

If you plan to take another examination, you may download free content guides and the User's Guide by visiting our website at www.excelsior.edu/exams/content-guides/.

If you need an Excelsior College Official Examinations Transcript to document the credit you have earned for this examination for another institution, the request can be made online by accessing the Excelsior College website (www.excelsior.edu), logging into your MyExcelsior account, and scrolling down to the For Exams Takers box and clicking on the Request transcripts link. If you do not already have a MyExcelsior username and password, you can obtain one at no cost by accessing the Excelsior College website, clicking the Log In to MyExcelsior button, and then clicking the link "Create a MyExcelsior User Account."



7 Columbia Circle, Albany, New York 12203-5159

Phone | toll free 888-647-2388 or 518-464-8500

TDD | 518-464-8501

Fax | 518-464-8777

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