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Ethics in Health Care (HR)

HS2050 501

Instructor Information

Faculty:

Phone:

Email:

Office Location:

Office Hours

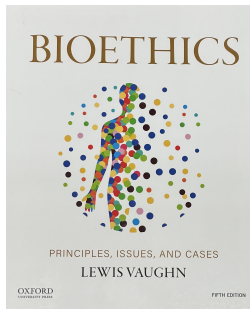
Course Description

An exploration of ethical issues in health care expressed by society, patients, and health care professionals in a wide range of cultural, social, secular and religious traditions. It promotes awareness and understanding across diverse cultures, religions, social groups, and health care disciplines to improve interaction, communication, wellness, and humane treatment of those in our society.

Recommended prereq: ENGL 1010

Semester: All

Required Text or Materials



Title: Bioethics: Principles, Issues, and Cases

Subtitle: THIS IS AVAILABLE AS PART OF THE COURSE AS AN EBOOK. See the home page of the course under "START HERE" for information on how to access the textbook.

ISBN: 978-0-19-760902-6

Authors: Lewis Vaughn

Publisher: Oxford University Press

Publication Date: 2023

Edition: Fifth Edition

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Research, identify, and define legal aspects, ethical theories, mores, and beliefs of diverse geopolitical, social, religious, and cultural groups as they relate to medical issues.
- Compare, contrast and debate ethical mores and ideas from diverse cultures, religions, and groups within a context of a variety of health care ethical dilemmas.
- Identify and analyze dominant social structures that have created health care disparities for minority groups in the U.S. and impacted individuals' rights for equitable humane care.
- Propose and develop answers to ethical dilemmas within the context of a different cultural, social, or religious group and predict the outcomes from such a decision.
- Develop intrapersonal and interpersonal skills to improve the ability to discuss and analyze ethical issues in health care affecting society and specific diverse groups.
- Identify the rights and responsibilities of patients, health care workers, health care systems, and governmental organizations.
- Present to a peer audience different perspectives of a medical ethical dilemma and analyze how individuals, cultures, religions, or socioeconomic status can influence the decision-making process, what is considered an acceptable treatment, and the outcomes of patient care.

- Analyze primary source documents to evaluate and analyze changes in bioethical practices in relation to accepted societal norms.
- Describe and critically analyze how human experience, values and understandings, and conceptual frameworks regarding ethical healthcare for self and world are shaped by human agency along with social, cultural, linguistic, technological, and/or historical circumstances.
- Demonstrate awareness of how language and acoustic media communicate meaning and influence perceptions as they pertain to ethical issues in healthcare.
- Exhibit acceptable application of verbal, perceptual, and critical-thinking skills in relation to health care practices when formulating meanings, creating personal values and ideals, communicating with others with different opinions, and balancing contrasting moral beliefs.

Brief Description of Assignments/Exams

Throughout the semester, you will do plenty of reading and writing (welcome to ethics), watch videos, and listen to some podcasts.

Good news: there are NO exams in this class! There are weekly quizzes but they are open-book quizzes to make sure you've done the assigned reading. Module quizzes on Canvas test your basic understanding of the assigned reading material for that week and must be completed by the due date. Quizzes cannot be taken past the due date.

All assignments and instructions are found on Canvas in the Modules. Assignments are due by 11:59 p.m. on Sundays. Look over the assignments early in the week so you know what each assignment entails.

Course Content Warnings/Trigger Warnings

Because of past or current life experiences, you may find an assignment too emotionally upsetting to complete. If this is the case, please contact me. You can complete one or more extra credit assignments instead.

Course Schedule

The course schedule is below. To see the details of the schedule, click the “Modules” button in the Canvas menu. Complete each module in order and go through each piece in the module in the order it is listed. You are allowed to work ahead.

Due Jan 14: Introduction Module - Course Review, This I Believe, the Four Boxes

Due Jan 21: Module 1 - Moral Reasoning **and** Module 2 – Moral Theories in Bioethics

Due Jan 28: Module 3 – Paternalism and Patient Autonomy

Due Feb 4: Module 4 – Truth-Telling and Confidentiality

Due Feb 11: Module 5 – Informed Consent

Due Feb 18: Module 6 – Human Research

Due Feb 25: Module 7 – Abortion

Due Mar 3: Module 8 – Reproductive Technology

Due Mar 10: NOTHING! Enjoy Spring Break!

Due Mar 17: Module 9 – Genetic Choices

Due Mar 24: Module 10 – Euthanasia and Physician-Assisted Suicide (**Most work-intensive module**)

Due Mar 31: Module 11 – Dividing Up Health Care Resources

Due Apr 7: Module 12 – Pandemic Ethics

Due Apr 14: Module 13 – Race, Racial Bias, and Health Care

Due Apr 21: Module 14 – Choice of Topic

Due Apr 28: Module 15 - Final assignments and all extra credit. *Nothing* will be accepted after this date.

[Additional Policies](#)

LATE WORK: Work turned in within 24 hours of when it was due will get 80% of the on-time grade. Work turned in two days late of when it was due will get 60% of the on-time grade. Work submitted after 48 hours past the due date will not receive credit.

ACADEMIC DISHONESTY: Plagiarism is the writing equivalent of stealing or passing off another's work as your own. Rather than properly citing and documenting a source, the student copies the source word for word or modifies what was written to make it appear as though the work is original to them. Anyone caught cheating will be penalized, possibly receiving an F in the course. If two students turn in the same work for an assignment that was to be completed individually, both will earn a "0" or F for that assignment.

GENERATIVE AI POLICY: Generative artificial intelligence (AI) software (e.g., ChatGPT) is a rapidly emerging tool that students may be interested in using. However, I am interested in reading YOUR thoughts and opinions. The use of Generative artificial intelligence is not allowed in this course and is considered a form of academic dishonesty. SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own violates academic integrity.

INCOMPLETES: An incomplete is a conditional grade given only in extraordinary cases where a student has completed a major portion of the class but is unable to complete course work due to circumstances beyond their control (e.g. major illness/injury, death in the family). Written documentation from your physician will be required. A student must be maintaining 70% or better before an incomplete is given.

WRITTEN COMMUNICATION STANDARD: All work is to be free from spelling, grammatical, and punctuation errors. Such errors can affect your grade.

Keys for Success (how to succeed in the course)

Do NOT put things off until the day assignments are due. In order to become adequately informed to formulate an educated opinion on bioethical issues, a significant amount of studying is required. Look at the upcoming module each Monday so you are aware of what you will need to do by the end of the week.

Turn homework in on time.

Civil Learning Environment

Part of becoming a good ethicist is learning to appreciate the ideas and opinions of others. One of our goals is to work together as a community. You will be expected to share your opinions, ideas, concepts, and findings with others. You must also be prepared to listen to and consider opinions different than your own. It is important to communicate your viewpoints respectfully and professionally.

The manner in which we behave and treat others impacts everyone and our learning environment. These policies are intended to benefit each of us.

- **Respect:** While you are entitled to your own opinion, you need to communicate your viewpoints in a respectful and professional manner. You are expected to respect the opinions, beliefs, and comments of others. Much can be learned by considering what others have to say and refraining from judgment. At times, we will discuss difficult and sensitive topics. Communicating in a civil manner is especially important during these discussions.
- **Confidentiality:** Personal stories/experiences shared in this class are to be kept confidential. Do not share these stories or experiences with others without first receiving permission from the person who shared them.
- **Academic honesty:** Plagiarism is the writing equivalent of stealing or passing off another's work as your own. Rather than properly citing and documenting a source, the student copies the source word for word or modifies what was written to making it look like the work is original to them. Anyone caught cheating will be penalized, possibly receiving an F in the course. If two students turn in the same work for an assignment that was to be completed individually, both will earn a "0" for that assignment. All students are expected to follow the SLCC Student Code of Conduct.
- As your instructor, I will:
 - Have material for each module posted on Canvas at least one week before assignments in that module are due.
 - Respect you and your opinions.
 - Do what I can to help you succeed in this course.
 - Check Canvas at least once a day, Monday – Friday.

- Respond to your messages within 48 hours Monday – Friday.
- Grade your assignments within one week of the assignment being submitted.

Grading Scale

Although assignments and quizzes are calculated in points, Canvas will convert your final score to percentages and letter grades. Your final grade will be computed as follows:

100-94 = A

93-90 = A-

89-87 = B+

86-84 = B

83-80 = B-

79-77 = C+

76-74 = C

73-70 = C-

69-67 = D+

66-64 = D

63-60 = D-

59 and below = E

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements.

By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage

you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

College Wide Student Learning Outcomes

- Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; organizing and presenting ideas and information visually, orally, and in writing according to standard usage; understanding and using the elements of effective communication in interpersonal, small group, and mass settings.
- Students develop quantitative literacies necessary for their chosen field of study. This includes approaching practical problems by choosing and applying appropriate mathematical techniques; using information represented as data, graphs, tables, and schematics in a variety of disciplines; applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.
- Students think critically and creatively. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in creative thinking, expression, and application; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; making connections across disciplines; applying scientific methods to the inquiry process.
- Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners. This includes producing learning artifacts indicating understanding of the political, historical, economic or sociological aspects of social change and continuity; thinking critically about—and weighing the evidence surrounding—issues important to local, national, or global communities; participating in a broad range of community-engagement and/or service-learning courses for community building and an enhanced academic experience.

- Students develop the knowledge and skills to work with others in a professional and constructive manner. This includes engaging with a diverse set of others to produce professional work; interacting competently across cultures; understanding and appreciating human differences; understanding and acting on standards of professionalism and civility, including the SLCC Student Code of Conduct.
- Students develop computer and information literacy. This includes using contemporary computer hardware and software to effectively complete college-level assignments; gathering and analyzing information using technology, library resources, and other modalities; understanding and acting upon ethical and security principles with respect to computer technology and to information acquisition and distribution; distinguishing between credible and non-credible sources of information, and using the former in their work in an appropriately documented fashion.
- Students develop the attitudes and skills for lifelong wellness. This includes understanding the importance of physical activity and its connection to lifelong wellness; learning how participation in a fitness, sport or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.

General Education Information

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General Education

This course fulfills the Human Relations requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

General Education ePortfolio Syllabus Statement: Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: <http://www.slcc.edu/gened/eportfolio> or <http://eportresource.weebly.com>

Starting Fall 2016, all students new to SLCC will use Digication as their ePortfolio platform. Any students who have created ePortfolios prior to Fall 2016 on other platforms will be allowed to continue using those sites. For Digication tutorials, please go to the following site: https://slcc.digication.com/slcc_digication_tutorials/Welcome/

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville- Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. For lab hours and locations please look at the following site: <http://eportresource.weebly.com/lab-information.html>

Questions regarding the ePortfolio can be directed to emily.thompson@slcc.edu.

Class Schedule

Due Date	Assignment Name	Assignment Type	Points
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Due Date	Assignment Name	Assignment Type	Points
	<u>Class Discussion Board</u>	Discussion	0
	<u>Introduce Yourself</u>	Discussion	0
	<u>Module 10 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 11 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 12 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 13 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 14 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 3 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 4 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 5 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 6 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 7 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 8 Reflection - OPTIONAL</u>	Assignment	
	<u>Module 9 Reflection - OPTIONAL</u>	Assignment	

Due Date	Assignment Name	Assignment Type	Points
	Suggestion Box	Discussion	0
1/14	Religions and Health Care Beliefs	Assignment	10
1/14	Syllabus Quiz - You must take this quiz in order to open Module 1	Quiz	10
1/14	Tell us about YOU!	Discussion	10
1/14	The Four Boxes	Quiz	5
1/14	This I Believe	Assignment	25
1/21	Chapter 1 Vocabulary Quiz	Quiz	13
1/21	Chapter 2 Moral Theories Quiz	Quiz	13
1/28	Chapter 3 Reading Quiz	Quiz	10
1/28	Chapter 3 Writing Assignment	Assignment	28
1/28	Medical Futility	Assignment	10
2/4	Group Discussion: Practice	Discussion	5
2/4	Module 4 Quiz	Quiz	5
2/4	Chapter 4 Writing Assignment	Assignment	10
2/11	Group Discussion: Informed Consent Case Study	Discussion	15

Due Date	Assignment Name	Assignment Type	Points
2/11	Module 5 Quiz	Quiz	13
2/18	Chapter 6 Reading Quiz	Quiz	8
2/18	Ethical Riddles in HIV Research	Quiz	5
2/18	Quiz: The Most Horrifying Human Experiments of All Time	Quiz	6
2/18	Willowbrook Hepatitis Studies and the Mentally Disabled	Assignment	50
2/25	Group Discussion: Abortion Reflection	Discussion	40
2/25	Module 7 Quiz	Quiz	13
3/3	Bioethics Online Midterm Survey	Quiz	5
3/3	Group Discussion - The Big Business of Egg Donation	Discussion	10
3/3	Module 8 Quiz	Quiz	7
3/3	Reproductive Technology	Assignment	30
3/17	Module 9 Quiz	Quiz	11
3/17	Genetic Choices	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
3/24	Group Discussion: Euthanasia and Physician-assisted Suicide	Discussion	60
3/24	Module 10 Quiz	Quiz	11
3/31	Group Discussion: What should Heinz do?	Discussion	10
3/31	Module 11 Quiz	Quiz	5
3/31	Playing God	Assignment	12
4/7	Group Discussion: Chapter 12 Cases for Evaluation	Discussion	20
4/7	Module 12 Quiz	Quiz	3
4/7	Final Paper Practice Assignment	Assignment	5
4/14	Module 13 Quiz	Quiz	5
4/14	People of Color and Medicine	Assignment	15
4/21	Module 14 Quiz	Quiz	5
4/21	Module 14 Assignment: Topic of Student's Choice	Assignment	10
4/28	Module 13 Extra Credit: Something the Lord Made (5 points)	Assignment	0

Due Date	Assignment Name	Assignment Type	Points
4/28	Course/Instructor Survey - MUST BE COMPLETED BY THE DUE DATE	Assignment	10
4/28	Module 10 Extra Credit: Analysis of two chapter readings (3 points)	Assignment	0
4/28	Module 10 Extra Credit: Euthanasia of Patients with Non-terminal Mental Disorders (5 points)	Assignment	0
4/28	Module 10 Extra Credit: The Sea Inside (5 points)	Assignment	0
4/28	Module 12 Extra Credit: Philadelphia (5 points)	Assignment	0
4/28	Module 13 Extra Credit: Gifted Hands (5 points)	Assignment	0
4/28	Module 13 Extra Credit: Medical Disparities (5 points)	Assignment	0
4/28	Module 3 Extra Credit: Case Evaluation (2 points)	Assignment	0
4/28	Module 3 Extra Credit: Paternalism in Medicine (5 points)	Assignment	0

Due Date	Assignment Name	Assignment Type	Points
4/28	Module 5 Extra Credit: Student Success Skills (3 points).	Assignment	0
4/28	Module 6 Extra Credit: Miss Evers' Boys (5 points).	Assignment	0
4/28	Module 7 Extra Credit: 3801 Lancaster - American Tragedy (5 points).	Assignment	0
4/28	Module 7 Extra Credit: Case Evaluation (3 points).	Assignment	0
4/28	Module 8 "Eggs-tra" credit opportunity (5 points).	Assignment	0
4/28	Module 8 Extra Credit: My Sister's Keeper (5 points).	Assignment	0
4/28	Module 9 Extra Credit: CRISPR in Context (5 points).	Assignment	0
4/28	Module 9 Extra Credit: Gattaca (5 points).	Assignment	0
4/28	This Is Me Now - Final Paper	Assignment	100