

COURSE SYLLABUS



COURSE TITLE: PHIL-250: Healthcare Ethics

CLASS SECTION: X04

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): Lecture and Seminar on Mondays, 8:30 – 11:20am, CHW 340

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Anthony J. Gavin

EMAIL: GavinA@camosun.ca

OFFICE: Y312 (Lansdowne Campus)

HOURS: Wednesdays, 9:00am – 1:00pm, or by appointment. Held remotely via Zoom. Check D2L for details.

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Restricted to students enrolled in Nursing Year 2 or have permission of the Chair. Learners will gain an understanding of philosophical inquiry, including the ability to deploy a skeptical stance. Learners are given opportunities to explore historical and contemporary ethical decision making in the context of healthcare, including common ethical dilemmas and the ethical challenges of everyday healthcare practice.

PREREQUISITE(S):

One of:

- C in ENGL 151
- C in ENGL 161
- C in ENGL 163
- C in ENGL 164

CO-REQUISITE(S):

Not applicable

EXCLUSION(S):

Not applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon completion of this course students will be able to:

1. Examine and evaluate traditional and emergent ethical theories in relation to ethics in healthcare
2. Summarize the historical development of ethics and moral philosophy
3. Differentiate amongst ontological, epistemological, and ethical concerns
4. Demonstrate an understanding of self as a moral agent
5. Examine healthcare concerns from a skeptical stance
6. Apply ethical reasoning and judgment to professional practice in healthcare contexts
7. Examine nursing, and other professional and cultural codes of ethics, for their application in professional practice
8. Integrate a framework for ethical decision making into professional practice in the healthcare context

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Textbook: Michael Yeo, Anne Moorhouse, Pamela Khan, and Patricia Rodney, *Concepts and Cases in Nursing Ethics*, 4th Edition (Peterborough, ON: Broadview Press, 2020).

Available in the bookstore in digital or print format. Please ensure that you get the 4th edition!

All other readings will be posted to the course D2L page.

Additional recommended resources:

Stanford Encyclopedia of Philosophy (SEP): <https://plato.stanford.edu>

Internet Encyclopedia of Philosophy (IEP): <https://iep.utm.edu>

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. **Page numbers** refer to the course textbook unless otherwise stated. Unless indicated as 'recommended', all readings are required.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1: January 8 – 12	Introduction to the Course, Philosophy, and Ethics Lecture readings: <ul style="list-style-type: none">• Introduction, pp. 13-18, 20-24• Chapter 1, pp. 34-38• <u>Recommended</u>: Andrew Bailey (2019), "What is Philosophy?" (D2L) Seminar readings: <ul style="list-style-type: none">• N/A	Optional activity: <u>Week 1 surveys</u> found on D2L

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
<p>Week 2: January 15 – 19</p>	<p>Codes of Ethics and Ethical Decision-Making Frameworks Lecture readings:</p> <ul style="list-style-type: none"> • Introduction, pp. 24-29 • John Thomas and Wil Waluchow (1996), “Levels of Moral Response” (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 2, Case 2, pp. 97-103 	<p><u>Code of Ethics</u> survey (on D2L) due by end of seminar for this week</p>
<p>Week 3: January 22 – 26</p>	<p>Introduction to Ethical Theory and Utilitarianism Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 1, pp. 40-44, 49-51 • <u>Recommended:</u> J.S. Mill (2002), “Utilitarianism” (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 2, Case 3, pp. 104-106 • Chapter 6, Case 4, pp. 312-317 	<p><u>Quiz #1</u></p>
<p>Week 4: January 29 – February 2</p>	<p>Beneficence and non-maleficence Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 2, pp. 69-83 • Epicurus (1993), “Letter to Menoecus” (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • “Breaking the Smoking Habit” (D2L) • Chapter 2, Case 4, pp. 106-107 	
<p>Week 5: February 5 – 9</p>	<p>Deontology Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 1, pp. 46-49 • Alan J. Kearns, “A Duty-based Approach for Nursing Ethics & Practice” (D2L) • <u>Recommended:</u> Immanuel Kant (2007), excerpt from “<i>Groundwork of the Metaphysics of Morals</i>” (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • “Breaking the Smoking Habit” (D2L) 	
<p>Week 6: February 12 – 16</p>	<p>Autonomy Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 3, pp. 117-125, 134-150 • Chapter 8, pp. 375-404 • <u>Recommended:</u> remainder of Chapter 3 <p>Seminar readings:</p> <ul style="list-style-type: none"> • “The case of Terri Schiavo” (D2L) • Chapter 8, Case 1, pp. 404-417 	<p><u>Quiz #2</u></p>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 7: February 19 – 23	Family Day and Reading Week <i>No scheduled classes or readings.</i>	
Week 8: February 26 – March 1	Virtue Ethics Lecture readings: <ul style="list-style-type: none"> • Chapter 1, pp. 51-53 • Derek Sellman (2003), "Open-mindedness: a virtue for professional practice," <i>Nursing Philosophy</i> 4, pp. 17-24 (Library) Seminar readings: <ul style="list-style-type: none"> • Chapter 4, Case 3, pp. 212-215 • Chapter 6, Case 6, pp. 319-320 	
Week 9: March 4 – 8	Integrity Lecture readings: <ul style="list-style-type: none"> • Chapter 7, pp. 327-350 Seminar readings: <ul style="list-style-type: none"> • Chapter 7, Case 2, pp. 356-364 	<u>EDMF Assignment</u> (on D2L) due by start of lecture for this week
Week 10: March 11 – 15	Care, Feminist, and Relational Ethics Lecture readings: <ul style="list-style-type: none"> • Chapter 1, pp. 53-64 • Chapter 3, pp. 156-160 • Carol Collier and Rachel Haliburton (2015), "The nurse-patient relationship: an evolving ethic" (D2L) • Susan Sherwin and Meghan Winsby (2010), "A relational perspective on autonomy for older adults residing in nursing homes," <i>Health Expectations: An International Journal of Public Participation in Health Care and Health Policy</i> 14, pp. 182-190 (D2L) Seminar readings: <ul style="list-style-type: none"> • Chapter 5, Case 2, pp. 253-257 • Chapter 2, Case 2, pp. 97-103 	
Week 11: March 18 – 22	Truth-Telling and Truthfulness Lecture readings: <ul style="list-style-type: none"> • Chapter 4, pp. 185-201 Seminar readings: <ul style="list-style-type: none"> • Chapter 4, Case 1, pp. 201-205 • Chapter 4, Case 4, pp. 216-221 	<u>Quiz #3</u>

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 12: March 25 – 29	<p>Privacy and Confidentiality</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 5, pp. 225-246 <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 5, Case 4, pp. 265-269 	
Week 13: April 1 – 5	<p>Justice</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Chapter 6, pp. 273-297 • Lisa Day (2006), "Distributive Justice and Personal Responsibility for Choices about Health," <i>American Journal of Critical Care</i> 13(6), pp. 96-98 (Library) • <u>Recommended</u>: Gary Geddes (2017), selection from <i>Medicine Unbundled</i> (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 6, Case 1, pp. 298-302 • Chapter 6, Case 3, pp. 308-312 	<p>No lecture or seminar scheduled on Easter Monday, April 1st –</p> <p>please instead review this week's contents on D2L!</p>
Week 14: April 8 – 12	<p>Ethics and Nursing in a Changing World</p> <p>Lecture readings:</p> <ul style="list-style-type: none"> • Addendum, pp. 429-467 • Patrice K. Nicholas and Suellen Breakey (2017), "Climate Change, Climate Justice, and Environmental Health: Implications for the Nursing Profession," <i>Journal of Nursing Scholarship</i> 49(6), pp. 606-616 (Library) • <u>Recommended</u>: Jessica Dillard-Wright (2021), "A radical imagination for nursing: Generative insurrection, creative resistance," <i>Nursing Philosophy</i> 23(1), pp. 1-10 (D2L) <p>Seminar readings:</p> <ul style="list-style-type: none"> • Chapter 7, Case 1, pp. 350-355 	
Week 15-16: April 15 – 23	<p>Final Exam Period</p> <p>Time and location: TBD</p>	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

DESCRIPTION	WEIGHTING
Quiz #1	5%
Quiz #2	15%
Quiz #3	15%
EDMF Assignment	15%
Seminar Assignments (13 weeks at 1% /week)	13%
Participation	7%
Final Exam	30%
TOTAL	100%

Explanation of Evaluation Criteria

- **Seminar Assignments**

Seminar assignments are short learning activities given each seminar. **Completing any assigned seminar reading is essential preparation for seminar assignments.** Other preparation or follow-up activities may be required to receive full marks. Further details will be communicated as we go.

Seminar assignments will normally be completed in a small group. Students are expected to actively participate in these learning activities and do their share of the work in order to make the most of them.

To account for unpredictable and/or unavoidable absences, each student's lowest seminar assignment mark will be dropped with no questions asked. Any further absence(s) will be excused only if they are medically supported or have prior approval. There are no rewrites, deferrals, or extra credits allowed. In order to receive credit for completing a seminar assignment, a student must also attend the lecture the same day.

- **Quizzes**

Quizzes will be in-class on the days indicated in the course schedule. They can be written on an alternative day or an alternative time only in truly exceptional circumstances, or with a documented accommodation. If truly exceptional circumstances do occur, this should be communicated to me as soon as possible before the quiz.

- **Ethical Decision Making Framework (EDMF) Assignment**

Details regarding this assignment can be found on D2L in the Content area. No assignment will be accepted more than one week after the submission deadline. The penalty for a late assignment is 5% /day, inclusive of weekend days. This penalty may be waived only in truly exceptional circumstances.

- **Final Exam**

The final exam will be an in-person exam during the final exam period. Please avoid making any plans for the final exam period until the college has posted the final exam schedule on February 16th. Final exams can be rescheduled only in truly exceptional circumstances. If such circumstances occur, this should be communicated to me as soon as possible before the exam.

- **Participation**

During each class meeting, students have the opportunity to earn one participation point (1%) for that week. Students may earn up to a maximum of seven points (7%) this way over the course of the semester.

The surest way to earn a participation point is to engage in in-class discussions. However, I recognize that some students may face barriers to in-class participation, and that there are multiple other ways to participate. Thus, email exchanges, office hours appointments, or even brief discussions after class, are all examples of further ways that you can earn a participation point. The only caveat is that such exchanges must clearly relate to the course material in order to qualify as participation. For example, seeking clarification about a tricky argument or difficult concept in the course readings *does* qualify as participation; whereas seeking clarification about assignment due dates or late submission policies *does not* qualify.

<u>Intended Learning Outcome</u>	<u>Evaluation</u>			
	EDMF Analysis	Quizzes	Final Exam	Seminar Assign.
Examine and evaluate traditional and emergent ethical theories in relation to ethics in healthcare.		✓	✓	✓
Summarize the historical development of ethics and moral philosophy.		✓	✓	
Differentiate amongst ontological, epistemological, and ethical concerns.	✓	✓	✓	
Demonstrate an understanding of the self as a moral agent.	✓			✓
Examine healthcare concerns from a skeptical stance.	✓		✓	✓
Apply ethical reasoning and judgment to professional practice in healthcare contexts.	✓	✓	✓	✓
Examine nursing, and other professional and cultural codes of ethics, for their application in professional practice.			✓	✓
Integrate a framework for ethical decision-making into professional practice in the healthcare context.	✓			✓

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

1. COVID-19 Guidelines

For up-to-date information on the college's COVID-19 guidelines, please use the following link:

<https://camosun.ca/about/covid-19-updates>

2. Course Delivery and Attendance

As soon as you register, you'll have access to the course website on D2L. Please take the time to familiarize yourself with the course website. This is where you'll find any readings not included in the course textbook.

It is very important to attend the first class. Failure to do so will result in your being automatically dropped. If you are unable to attend the first class, please let me know as soon as possible.

3. Academic Integrity

You are welcome to discuss course material with others in your class, and work together to solve problems. However, any work that you hand in must be your own. Coursework is intended to be completed individually unless otherwise indicated. Passing off another's work as your own constitutes plagiarism, which is a serious academic offence. If you are ever unsure about what constitutes a violation of academic integrity, please consult the college's Academic Integrity Policy (<http://camosun.ca/about/policies/>).

4. Communication and Office Hours

Email is my preferred method of communication, especially for any official requests. If you ask me a question over email, you can expect a reply within about 1 working day. If you don't hear back from me after that time, please feel free to try me again, in case your message went astray. If you are ever nervous about sending me an email, please feel free to include a picture of a cute animal or hilarious meme with your request. This will not affect whether I'll be able to help with your request, but it does provide a nice icebreaker.

I am available for **office hours** on Wednesdays, from 9:00am-1:00pm, or by appointment. Since my physical office is located at the Lansdowne Campus, which may prove an inconvenient place for many of you to meet, office hours appointments are held remotely via Zoom. Please check D2L for further details. In addition to office hours, I am generally available right after class to answer any questions you may have.

Finally, my pronouns are he/him/his. If you think I am unlikely to know the name you would prefer to be called, or the pronouns that I should use for you through the entry that I will see for you on D2L and your college registration, please don't hesitate to make me aware.

SCHOOL OR DEPARTMENTAL INFORMATION

School of Arts & Science

Camosun College Lansdowne | Fisher 104

Office Hours: 8:30am-4:30pm

Phone: 250-370-3298

Email: artsci@camosun.ca

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](http://camosun.ca/services/accessible-learning/) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized

Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.